MY COUNTRY

TURKING

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Gerald L Bowman.

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MY COUNTRY

A TEXTBOOK IN CIVICS AND PATRIOTISM FOR YOUNG AMERICANS

BY

GRACE A. TURKINGTON

FRONTISPIECE IN COLOR BY

N. C. WYETH

GINN AND COMPANY

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PREFACE

"My Country" has been written to meet the needs of the new era ushered in by the war. A new leaf in the affairs of the world was turned in 1914, and no book on government issued before that year can meet changed conditions. The author has endeavored to present each phase of the subject from the point of view of the present, but always with a look backward and forward.

Many of the pupils in whose hands this book is placed will never read or study another discussion of civics and patriotism. Is it more important that they get from this text a detailed knowledge of the machinery of town, city, county, state, and national government, or that they get deeply implanted in their minds and hearts the conviction that America is really a nation founded on liberty, that it is a nation which looks to them to-day and every day to help in its building, that patriotism means making the most of every opportunity that this land of opportunities offers? The author has felt that unless the boy and the girl leave the elementary or junior high school with a definite conception of what America stands for, what it expects them to do now as boys and girls and later as men and women, they will be futile, even if well-meaning, citizens.

This book therefore aims to create a background which will help the teacher develop a spirit of true patriotism (this is accomplished by the early chapters in the book), and, when this has been kindled, to take the pupil into the

technical part of the subject (the chapters on laws, government, taxes, thrift, etc.). In these chapters, as in the earlier ones, the pupil is never allowed to lose touch with the American spirit which is the keynote of the whole text. And finally he is led to symbolize love of country in a consideration of the flag. The Appendix will assist those teachers who wish to emphasize the mechanics of the subject in a broad way. The minor details of local government vary in each state and cannot be included in a text of this kind.

The author is deeply indebted to Myron T. Pritchard, principal of the Everett School, Boston, and to James H. Fassett, Superintendent of Schools, Nashua, New Hampshire, for very practical and expert assistance in adapting this material to the needs and comprehension of the pupils. The keen criticism of James Morgan, author of "Abraham Lincoln," has been invaluable in broadening the outlook of the text and in eliminating errors. The chapters on taxes, health, etc. have each been approved by an expert. Without the fullest coöperation of my publishers and the generous help of many other persons, especially Ernest N. Stevens, of the editorial department of Ginn and Company, the book could not have been written. To the Massachusetts Child Labor Committee and to the Women's Municipal League the author is indebted for the use of several excellent photographs, and to Hermann Hagedorn, Frank L. Stanton, and Percy MacKaye for the privilege of quoting from material copyrighted by them.

THE AUTHOR

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THE UNITED STATES
AND ITS POSSESSIONS
SHOWN IN BLACK.
NOTE.—The total distance from San Francisco to Manila, via Hawaii and Guam, is 8100 Statute Miles, and to China 8400 Miles.
SCALES ALONG THE EQUATOR.
STATUTE MILES
NAUTICAL MILES.
KILOMETERS
THE MINCO.
ARCTIC OCEAN
Longitude East from Greenwich
Longitude West from Greenwich
Longitude East from Greenwich
Greenland
Baffin Bay
Davis Strait
North Cape
Pt. Barrow
Siberia
Russian Empire
ALASKA
Bering Sea
The Aleutian Is.
International Date Line
Dominion of Canada
NORTH AMERICA
Hudson Bay
C. Farewell
Great Britain
Newfoundland
France
Spain
EUROPE
ASIA
Chinese Empire
Korea
Japan
PACIFIC OCEAN
San Francisco
UNITED STATES
New York
ATLANTIC OCEAN
Canary Is.
Cape Verde Is.
Sudan
Arabia
India
Midway I.
Hawaii
Mexico
Cuba
Haiti
San Domingo
Virgin Is.
West Indies
Porto Rico
Central America
Panama Canal Zone
Manila
Philippine Islands
Guam
Ladrone Is.
Caroline Is.
Wake I.
Howland I.
Baker I.
Samoa
Tutuila Group
Borneo
Sulu Is.
Sumatra
Java
INDIAN OCEAN
AUSTRALIA
Fiji
SUNDAY
MONDAY
New Zealand
EQUATOR
SOUTH AMERICA
C. St. Roque
TROPIC OF CAPRICORN
Kongo
Madagascar
Cape Colony
Cape of Good Hope
C. Horn

MY COUNTRY

CHAPTER I

AMERICA — WHAT IS IT?

What Children in Foreign Countries think of America

1. To many people in other countries the United States is a kind of fairyland. A poor English boy one day told his friends that he was going to America with his father and mother. They crowded around to hear about it. This is what he told them (notice how full of eagerness and confidence he seems):

"Yes, there's wonderful likely things over there in America, I'm told. I hear that they spends all their coppers for taffy and such like morsels, having gold a plenty — real gold! Loads of it, they say! . . . Everybody has a chance too. Double wages for very little work. . . . They say the sun is always out, too, and not much rain!"

So sure was he that America was a boy's paradise that he promised to send back wonderful gifts for his friends. One girl was to get a fine gold watch, and when her sister cried with envy he said she should have a diamond pin. To several of the boys he promised barrels of apples and candy.

2. A young Polish girl who had been in this country only a little while was asked one day which she liked better, America or Poland. "Oh, I love America," she said. "Here

I can be a noble princess. In Poland there is room for only a few nobles." This seemed a very strange answer. The child was told that there were no princes or princesses in America and was asked to explain what she meant. "Yes, there are hundreds of nobles here," she insisted. "My teacher is a princess, and one little princess sits next to me when we recite. One day my brother and I took a long walk and passed a great theater, and saw hundreds of nobles."

3. After a little questioning the girl explained that in Poland the only people who dressed well and were always smiling and happy were the nobles. Here in America her teacher, most of her classmates, and most of the people on the streets wore good clothes and smiled every day. So of course they must be princes and princesses!

4. It was a Syrian boy who had an even stranger idea of this country. When asked where America was, he said he was not sure, but thought it was a long way off, where good Syrian boys went when they died.

5. In a school in Italy one day the pupils were asked to write about America. This is what one boy wrote:

> America is ruled by a president. All the boys in America are poor, but they become very rich when they grow up. The men are over six feet tall and have large noses and hollow cheeks.

The teacher, at first greatly puzzled to understand how the boy got this idea of the United States, finally remembered that the class had been reading about famous men. They had all been much impressed to learn that Lincoln, in spite of his poverty, became one of the greatest of Americans. This boy had drawn the conclusion that America was a nation of Abraham Lincolns.

Some of America's Snow-Covered Mountain Peaks

Are These Children Right?

6. If all these children were right, America would be an earthly paradise. But unfortunately not all our men are giants like Abraham Lincoln, not all our poor boys become rich men. There are many faces here that seldom smile. This country has great wealth, but there are not barrels of candy for any child. Few persons get gold or diamonds or beautiful clothes, or even enough to eat, without working for them with either hands or brains. But there must be some reason why people believe that the United States is a kind of fairyland. The best way to find out this reason is to discover for ourselves just what America is and who its people are.

America and the United States

7. Although two whole continents are called America, — North America and South America, which are connected by Central America, — when we speak of America we mean only that part of it which is occupied by the United States.

8. But what is the United States? In the first place, it is land and water, — plains, mountains, rivers, and lakes. In the second place, it is people.

The United States as a Part of a Continent

9. The United States stretches from Canada to Mexico and the Gulf of Mexico, and from the Atlantic to the Pacific. It has mountain peaks that are covered with snow most of the year, and fields and meadows that are always green. It is only five days away from Europe and fourteen days from Asia. It has the widest doors of any country in the

world. One door is the 1883 miles of seacoast from Eastport, Maine, to Key West, Florida. The other is the 1316 miles of seacoast from Seattle, Washington, to San Diego, California. It is these wonderful doors that have helped to bring us great prosperity. Ships from every port in the world drop anchor in either New York or San Francisco harbor.

10. There is not a country in Europe or Asia which does not envy the United States its doorways. Russia, which is three times as large as this country and, perhaps, will some day be even richer, has two ocean doors, but one faces the frozen north and is locked with ice for many months in the year. Switzerland has no such door, and is almost hemmed in by high mountains. Many of the bloodiest wars in Europe for the last five hundred years have been caused by one nation or another trying to push its way to a friendly strip of seacoast. The people of the United States have the seacoast without fighting for it.

11. Not only do we have an ocean at each end of the United States but we have a wonderful system of rivers and lakes. Without the Mississippi River and the Great Lakes we should be a quite different nation to-day. When a well-known Englishman visited the United States for the first time, he said:

> No wonder your country is prosperous, with this network of rivers. There is not a country in Europe that would not willingly pay a vast sum of money — if money could buy them — for the Great Lakes which lie between the United States and Canada.

They carry ships loaded with grain, coal, iron, from one section to another; they give off moisture, which is borne by the winds to states that otherwise would have big desert stretches.

America's Acres of Fertile Land

The United States is the Richest Country in the World

12. The United States contains a third of all the wealth of the civilized world. It has vast supplies of gold, silver, coal, iron, cattle, and a great extent of soil that will produce wheat, fruit, vegetables, cotton. No nation can be prosperous without all these. We supply our own needs and then sell to the other countries. You will be interested to see how much the United States produces of some things each year:

76 per cent of all the corn grown in the entire world
72 per cent of all the oil
70 per cent of all the cotton
59 per cent of all the copper
43 per cent of all the pig iron
37 per cent of all the coal
35 per cent of all the tobacco
26 per cent of all the silver
24 per cent of all the wheat
21 per cent of all the gold

Nature has smiled on America

13. Nature has smiled on the land that we live in. If the great Middle West of our country were a huge hot desert of sand, without rivers or rainfall, we should have less to eat, less to wear than we have now. We should have to work much harder and get less for our work. Someone has said that if the Mississippi Valley were tilted only a few hundred feet, the great river would flow north and empty into the Hudson Bay instead of into the Gulf of Mexico. Just what we should have done without our largest river, it is hard to say. Certainly the valley would

not have been settled as early as it was, and where there are now great, prosperous cities there would have been only scattered villages.

14. Even the climate and weather are in our favor. In England the soil is very fertile, but the average growing season there sees but one hour and forty minutes of sunshine during the day. This means that without constant care crops will not grow rapidly and often are spoiled by mildew. In many parts of Russia there is so short a summer and so little sunshine that not only are the crops affected but the people lose courage. There is hardly a spot in the United States that does not see sunshine every week in the year. We have enough sunshine and enough rain to make crops good and the people cheerful.

America is not yet Crowded

15. Although an endless procession of immigrants have been coming to this country for many years — in a single year over a million came — there is still room for more. There is still fertile land, acres of it, waiting for strong arms to make it yield wheat and corn. Some of the people who come to us are land hungry. In many other countries all the land is owned by a few people, and no matter how hard a poor man works and saves he can never buy a home. In the Ural Mountains of Russia, before the revolution, one always saw men in twos and threes toiling away from the real Russia, where there was no land for them, into the great stretches of Siberia, where they might, perhaps, find an acre of land. An Englishman who spent a summer in these mountains saw many of these land-seekers.

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Ships from Every Port in the World drop Anchor in New York Harbor

Day after day he watched from his window the men who had turned their backs on friends and relatives and had set out on a long, weary pilgrimage. Always they plodded onward slowly and patiently, in heat and dust. Now and again they would stop at a house to rest and make for

The Endless Stream of Immigrants to America
In one year more than a million came

themselves a hot dish of tea. Often the Englishman talked with them as they rested and drank. To his question as to where they were going and what they sought so far from home, always the answer was the same, "We go to Siberia to get land." Land to them meant more than gold; it was wealth and happiness.

16. In America there is still land. And all the world knows this. America has gold, land, — fertile land, — and sunshine. It is no wonder, then, that children thousands of miles away think of it as a kind of paradise.

The People in America

17. But when we speak of America we mean not only its land and its wealth but also its people. There are over a hundred million people in the United States, and they are very much like their piece of continent. Not only has nature set the doors of the country wide open, but she has made the people warm-hearted and generous. They have been eager and earnest, hard-working, full of faith in themselves and in others.

18. Do you suppose that if the only people in the United States to-day were Indians, who lived in wigwams and carried tomahawks in their belts, there would be boatloads of Armenian, Russian, Syrian families hurrying to get over here? Of course not. Yet there was as much land and sunshine and gold here when the Indians had everything to themselves as there is now. What makes the difference? It is the people and the nation they have built up. In the next chapter we shall learn something about the American people.

QUESTIONS AND PROBLEMS

1. Tell what children in other countries think about America.

2. Which of the children mentioned in the text do you think came nearest to telling what America really is?

3. People in England and in Europe have often said that Americans talk too much and too loudly and are ill-mannered. Charles Dickens, the author of "David Copperfield," who visited this country about fifty years ago, said:

I have met thousands of people of all ranks and grades, but have never once been asked an offensive or impolite question. The common men render you assistance in the streets, and would revolt from the offer of a piece of money. . . . They are friendly, earnest, hospitable, frank, fervent, enthusiastic.

Do you think that Dickens's description would fit the Americans to-day, or are those who call us ill-mannered correct?

4. What is the difference between America and the United States? Do you know any other country besides ours which also has "United States" as a part of its name?

5. Locate the United States on the map and point out its principal rivers and mountains. Show also where its chief coal, iron, and copper mines are.

6. What are the doorways of the United States? Compare them with those of Russia, Switzerland, and China.

7. What do we mean when we say the United States is a rich country?

8. What country is three times as large as the United States?

9. Why are we fortunate to have the Mississippi River and the Great Lakes? You have learned about these in your geography.

10. The text says that "Nature has smiled on America." Explain what this means.

11. Compare our climate with that of England.

12. Many Russians come to this country every year. What is one reason for this? (You will learn about other reasons later.)

13. In a New England town one third of the population is Portuguese. These people own two thirds of all the houses. Why is it, do you suppose, that such people often are more anxious to buy homes than those who are born in this country?

14. Hundreds of Americans have mortgaged their houses in order to buy automobiles. Such persons are both foolish and unpatriotic. Can you tell one reason why? (The text does not tell you.)

15. What do we mean when we say that "America is not crowded"?

16. Besides land and wealth, what is our country?

17. The United States now feeds and clothes over 105,000,000 persons, but when the Indians had the continent to themselves, this same land did not keep 250,000 persons from hunger. Can you explain this?

The Great Stone Face

CHAPTER II

THE PEOPLE OF AMERICA

The Great Stone Face

1. In the northern part of New Hampshire nature has carved in solid rock on a mountain top a Great Stone Face. It is a face that awes the passer-by — so strong and calm it seems. When Daniel Webster was asked to explain this he is said to have made this reply:

"You merchants of the city display signs outside your doors to indicate what goods you make there; the Almighty has placed his sign on that cliff to indicate that he makes men here."

America is the land that makes rugged men. The men with weak bodies and weak faces are not true Americans.

Americans are not like the People of Any Other Country

2. Lincoln and all other true Americans have been a little unlike the men of any other land. The American is a little taller, a little broader shouldered. His stride is longer and his gait is quicker. He holds his shoulders back, his head up, and looks the whole world in the face. Even if his pockets are empty he is afraid of nothing. America is a country in which each person has an opportunity to make the most of himself. Whether he was born in Massachusetts or in Italy does not matter. If he is brave and patient, not afraid of years of the hardest kind of work, he will win

Abraham Lincoln — A True American with a Rugged Face

success and happiness. Lincoln died more than fifty years ago; yet to-day there is the same chance for a poor boy to climb the ladder of success and to help the nation.

The Face of an American

3. One day in London an Italian was grinding away at his hand organ on a busy corner. He had been playing English airs, but after watching a well-dressed man in front of a near-by store he began to play "The Star-Spangled Banner." It was squeaky-wheezy music, but the man turned quickly and asked the Italian why he played the American national song in London. "Me see you. You America-man. You no look like Englishman. Me no tell why. America-man like America music." And the organ grinder was right. Although the man had

not spoken a word, the Italian saw something in his face and bearing that spoke of America.

4. During the summer of 1916–1917 an American traveled through Europe. Everywhere — in Serbia, Rumania, Russia, Italy — he saw in the armies men who had lived in the United States, but who, when war was declared, had gone back to fight for the mother country. Always there was something in the faces of these men that made them different from the others. America had left its stamp on them. The traveler would ask, "Are you from America?" and the eager answer would be, "Yes; and when the war is over, I am going back."

Young America

5. An English singer had been singing to the soldiers of France and Belgium. He went from camp to camp, from hospital to hospital. Finally he came to America. He visited one of the large training camps in New York State, and as four thousand boys gathered around him in the evening, he told them of what he had seen in the trenches. Suddenly he stopped talking. A look of admiration came into his eyes. He drew himself up straight, brought his heels together and his hand to his forehead:

"Soldiers of America, I salute you!"

6. These words rang out like a bugle call. For an instant there was a hush. Then cheer upon cheer rose to the very sky. The boys knew that the Englishman had paid them the greatest compliment in his power. He could not have given a prouder salute if he had been in the presence of General Washington himself. Why did he do this? Would he have

saluted any group of young men training to fight? He knew that he was not saluting officers, not even trained soldiers. But he saw in the clear eyes, the set mouths, the sturdy forms before him, the finest soldiers that the world has ever seen — young Americans.

7. A few days later a group of New York business men visited the same camp. They were business men who had made fortunes and were known the world over for their achievements. As they watched the boys drill, one of them said, "Wealth could not buy soldiers like that!" And again and again these men saluted not only the flag but the lines of khaki-clad boys. What was it that made wealthy business men stand at salute while boys who were poor clerks and bookkeepers, carpenters and farmers, filed past? They were saluting the spirit of America. A boy who is just out of school, and is only beginning to climb the ladder of success, has as much of this spirit of America in him as the head of the firm for which he works.

Americans do not fear Poverty

8. The chief reason why the people who live in America stand straighter and look happier is because they have no fear in their hearts. The two things which people fear most are poverty and tyranny. As we shall show in a later chapter, there are poor people in the United States, but many of them are poor because they are weak or ignorant or have met with some great misfortune. Except in such cases poverty can be conquered in America. Sometimes it takes a stiff fight, but it can always be done. This is not true in all countries. In certain parts of Europe there is not work enough for everybody; therefore some of the people

must always be a little hungry, always poorly clad. In the United States the poor need not stay poor, for there is more work than workers. Much of the work to be done is not easy and may never bring wealth. But each year, if the worker is patient and saving, he gets a little farther away from poverty. So even our poor people do not have the look of fear in their eyes.

The Young American looks the Whole World in the Face

Americans do not fear Tyranny

9. Tyranny is another thing which makes men so fearful that their eyes, their step, their whole appearance, show it. Once there was tyranny in the United States. This was when George the Third and a handful of men thought they could get money by taxing the American colonists. The people were treated like naughty children, and not like free men and women. It was this tyranny that brought on the Revolutionary War. Since that war we have governed ourselves. We have done away with kings. We now choose our friends and neighbors to govern us. Tyranny has never existed in this country long enough to make men fearful. Sometimes a few men will act unjustly

toward those less fortunate than they, but they always are found out. If there is tyranny anywhere, it is because true Americans do not know about it. We want everyone to have eyes that never have the look of fear in them.

10. When you meet people on the street, in the cars, and in business offices, search their faces. Do you see fear

The Kind of Happy Faces that America wants

there? If you do, try to find out what causes it. Perhaps you will find some way to help. And if you live in a town where most of the people are timid and fearful, find the cause. Even the pupils in school may be able to do something to remove the cause of the fear. Perhaps in your town or city there are people like the Poles, who are described below, whom you can help.

Sometimes through Ignorance Foreigners fear our Government

11. The state of Massachusetts tries to take care of all its poor blind people. It has a woman worker who gives her whole time to looking up blind babies. Many times a baby becomes blind through the ignorance of its mother. Sore eyes are often harmless, but sometimes the cause of the soreness leads to complete loss of sight. The state wants to show mothers how to prevent sore eyes from becoming blind eyes. One day this worker went to a city where many Polish people lived. At every house the people talked unwillingly. They seemed to be afraid of something. Finally she went to their priest and said: "I have been in every town in the state, but nowhere have the people acted so strangely as here. What is the trouble?"

12. The priest explained that in Poland, before the World War, the "state," or "government," had always been feared by the poor people. For this reason the Polish women were afraid that Massachusetts' state worker intended to do them some harm.

13. After a little the Poles learned that in America the government wanted only to help keep trouble away from them, not bring it to them. Then, whenever the state worker visited this city, the Polish women told her all their troubles, showed her their babies, and urged her to break bread with them as a sign of good will.

The American People and their Continent

14. The American people have worked hard. They had nothing to do with the wonders that nature put in this continent, but they have made use of them. They have

mined the iron and turned it into machinery for making shoes and clothing and luxuries. They have mined the coal and, by using this with the water of the rivers and lakes, they have made power to run factories. They have used the oil to run engines, automobiles, and warships. We could fill a book with the list of things which Americans have accomplished. They have turned our Western deserts into fertile country, have harnessed the power of Niagara Falls, and have even sawed the great American continent in two. It makes every American proud to know that it was one of his countrymen who

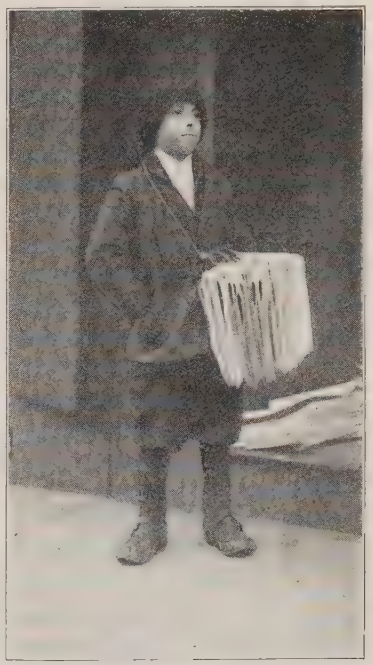
> "Went down to Panama
> Where many a man had died,
> To slit the sliding mountains
> And lift the eternal tide.
> A man stood up in Panama,
> And the mountains stood aside."

15. Many of the most important modern inventions have been made by Americans — the steamboat, the cotton gin, the telephone, the telegraph, the submarine, the elevator, the reaper, the phonograph, the electric light.

Building a Nation

16. But the most important thing that the people of America have done is to build a nation. A nation is a group of people who are under one government. Switzerland is a nation, Greece is a nation, so are England, Spain, France, and Germany. Evidently there is nothing unusual about being a nation. But nations are as different as different strips of continent.

17. In three ways the American nation is unlike most others. It is young, it was founded on liberty, and it is being made by the people — not some of the people, but all of the people, the rich and poor, those born here and those born in foreign countries. The English nation is nearly a thousand years old. The American nation was not born until after the Revolutionary War.



A Sturdy Young American

Who builds the Nation?

18. America at first was only a part of the English nation, and the only government the people had was given to them. When they won the Revolutionary War they began to build a nation for themselves. As the older people have died the younger ones have taken up the work. Your great grandparents helped build the nation by clearing the land, building ships, starting schools and colleges. Your grandfathers helped by building factories and laying across-the-continent railroads. Your fathers and mothers have helped by making useful inventions and by improving houses, roads, and factories. They and your older brothers helped by fighting the greatest enemy that the free nations ever had.

Dead Nations

19. No living nation is ever finished. There is always something to change or improve. Sometimes a nation dies. Ancient Rome and Egypt once were rich and powerful. But to-day they are so dead that even the languages which they spoke are called dead languages. Whether or not the American nation dies depends on its builders. The builders of to-day are doing heroic and noble deeds. What will the builders of to-morrow do? Will they be defenders of liberty, without which no nation can endure?

QUESTIONS AND PROBLEMS

1. Study the picture of the Great Stone Face. It is said that the Indians worshiped this as a kind of god. Imagine that you are an Indian and want to describe this face to another Indian who has never seen it. You first saw it from the valley below. Be prepared to give this description orally.

2. What is a rugged face? People sometimes say that a person has a rugged character. What do you think they mean?

3. Describe the personal appearance of Lincoln. Describe his character.

4. The director of the Harvard University gymnasium has found by testing thousands of men and comparing these figures with those of other countries that Americans are a little taller, broader, and healthier than other people. (1) Can you tell why? Perhaps if you remember that Lincoln was such a person, you can more easily think out the reason. (2) Who is the strongest, biggest person that you know? Ask this person why he thinks he has health and strength.

5. Why did the organ grinder in London recognize the American? 6. Why did the English singer salute the boys in the training camp as if they had been experienced officers?

7. In a later chapter we shall learn that the American army has never known defeat. Can you think of one reason?

8. In America the newsboy holds his head as erect, walks with as eager a stride, and is as happy as the millionaire to whom he sells the morning newspaper. Can you tell why?

9. Have you ever seen a look of fear on a person's face? (1) If so, describe it. What caused it? (2) What are most people afraid of? (3) Why are most of the people in the United States free from fear?

10. What is tyranny? Have you ever seen a tyrant, either in real life or in a picture? If so, describe him.

11. In some countries the people fear their government. Why? 12. In the United States only a few people need to be afraid of the government. Can you think who these are? The text does not tell you.

13. Is there anybody that you are afraid of? You need not tell the name of the person, if there is one, but tell why you have any fear of him or her.

14. What have the American people done to make their country wonderful?

15. Goethals was the man who "stood up in Panama, and the mountains stood aside." Tell all that you can about him. Can you name another American who has done a valuable piece of work for the nation?

16. Name five important inventions made by Americans.

17. What is a nation? Is South America a nation? Explain your answer. 18. In what two ways is the United States unlike other nations?

19. How can a nation be built? Who has built our nation?

20. What is a dead nation? Do you think America will ever die? Give reasons for your answer.

21. How can you help build the nation?

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The Most Famous Statue in the World

CHAPTER III

AMERICA AND LIBERTY

Love of Home

1. Five days' journey from land in the southern Atlantic Ocean, halfway between Africa and South America, is a rocky little island called Tristan da Cunha. Vessels which are passing from Africa to South America sometimes stop here, but for months at a time the handful of island people see only distant sails. The island is in the path of the terrible storms which sweep over that part of the ocean during certain seasons of the year. For long dreary weeks clouds and mists shut out the sun. Because there is no timber the people live in huts made of unmortared piles of rough stones thatched with grass. They have no grain, for the island is so infested with rats that any which they grow is eaten by these small animals. They live on fish and whatever foods are washed up from wrecked vessels. Sometimes, when they see a distant sail or the smoke of a steamboat that will pass near them, they row out to hail the vessel in the hope of buying supplies.

2. When the British government learned of the condition of these people, it offered to move them and their poor little possessions to England or Australia or any other part of British soil, and to help them get a new start in life. But, strange as it may seem, not a man wanted to leave. The bleak island was their home. They had built humble little

huts, had learned to love the hard life, the storms and waves that beat on the rocky shores, and they wanted to live and die there.

What Love of Home Means

3. Almost all people have this love of home, a strong love for some place — an island, a town, a mountain. They are eager to work for their home and even to fight for it if necessary. When the people of Tristan da Cunha refused to give up their island for a sunnier home, where they would have more food, more clothes, more pleasure, England did not try to force them to leave and did not interfere in any way with their habits of living. The British government said:

> We should like to help make you more comfortable, but we have no right to force you to leave the homes you have built with so much sacrifice.

4. But not all people are so fortunate as those on this bleak little island of Tristan da Cunha. We all know of the Lithuanians, for there are many hundreds of thousands of them in the United States. For hundreds of years they had no country of their own but were driven about by the Russians and the Germans, always at the mercy of some nation that was more powerful than they. When Germany invaded Belgium in 1914 and, after burning villages and towns, sent thousands of men, women, and children into Germany to work in the factories, in mines, and even to fight in the trenches against their own relatives, she was doing what no nation, however great and powerful, has a right to do even in time of war. She was depriving humble, home-loving people of their homes and of their liberty.

Home and Liberty

5. In America the government cannot deprive any man, woman, or child of home or of liberty unless the person commits a crime or has some disease which makes him a menace to everybody else. A man who kills another or who robs a safe is shut up in prison. A man who drinks or takes drugs until he finally becomes insane and dangerous is shut up in an institution and deprived of his liberty. Some diseases are so deadly that if allowed to spread they would menace whole towns and cities. Therefore, when a person is attacked by such a disease, for the protection of others he is kept a prisoner in his own home or in a hospital until he has recovered. Leprosy was long one of the most dreaded scourges known, and persons afflicted with it were banished to islands or other isolated spots. At one time there was a colony of more than six thousand lepers on the island of Culion in the Philippines. The government provided them with the necessities and comforts of living but deprived them of the greatest of all gifts — liberty.

The People of America have Liberty

6. Except for criminals and persons afflicted with terrible diseases, the United States does not deprive even the humblest person of his home or his liberty. In the large cities like New York, Chicago, St. Louis, there are often more people than positions. At the same time, in the Dakota and Minnesota wheat fields, in the cotton plantations of the South, or in the coal mines of Pennsylvania, there may not be enough workers to harvest the crops or to mine the coal.

It would almost seem that for the good of the nation the government would force the unemployed men and boys in the cities to go to the wheat fields and coal mines. But no. All that the government can do is to issue posters and insert advertisements in the newspapers, urging those who are out of employment to go where there is work.

In America the Humblest Person cannot be deprived of his Home

7. During the Great War the munitions factories and the shops which were making cloth and shoes for the soldiers ran day and night. This took so many men and women that there were not enough left to do other kinds of work. In the South were many unemployed negroes, but our government did not force any of them to work in the North. Many of them did go North, but it was because they wished to, and they were free to return at any time.

Countries like America do not deprive People of Liberty

8. In 1916 trainloads of Chinese coolies passed through Canada to Halifax. There they were put on board fast ships for France. They were going to work in the fields and mines of France and Belgium. The British and French governments were paying all their expenses, but the Chinese had not been compelled to leave their homes. England and France, like America, now believe that every man should be free to go and come as he pleases, to have his home where he likes, and to work in the city or in the country — wherever he chooses.

9. In America a man who lives on a farm in Maine can, if he wishes, sell his farm, take his family to California, buy an orange grove, and live there the rest of his days. He has to ask no one's permission either to leave Maine or to enter California. A young man who works in a bank in the city may wish to change his work and become a traveling salesman. He may go to his friends for advice, but he has to ask no one's permission to leave one position for another. Just as each person can choose his own occupation, so he can also decide for himself what church he will attend. The person who lives in America has perfect freedom so long as he does nothing that injures others.

The One Word that best represents America

10. If only one noun could be used to represent this country, what would it be? It is a word that has appeared on our coins and is repeated again and again in our histories. It is a word that brave men have had on their lips when they died. It is a word that every true American soldier

and sailor sees in his imagination when he looks at the Stars and Stripes floating in the breeze. It is a word that to many people in other lands always suggests America. This word is "Liberty."

The Most Famous Statue in the World

11. The most famous statue in the world is located in the United States. It is the statue of a woman. So huge is her figure that forty persons can stand within her head, and a broad staircase extends into her outstretched arm. From the base of the statue to its highest point is one hundred and fifty-one feet. Men, women, and children who live thousands of miles away have heard of this statue and speak its name almost with reverence.

12. Why do people who have never been in America and who cannot speak our language know about this statue? Not because it is the largest in the world; not because it is wonderfully beautiful, for it does not have great beauty; but because the bronze figure is that of a goddess who holds aloft in her right hand the great torch of liberty. If this were called the Statue of Commerce, distant lands would know or care little about it.

13. This Statue of Liberty stands on Bedloe's Island, in New York Harbor, and at night throws its light many miles over the waters. Each year thousands of immigrants pass it on their long voyage from distant countries to America. One day, on a steamer that had been nearly three weeks in making the journey from Riga to New York, were a Russian peasant, his wife, mother, and five children. They had no trunks, only big bundles which contained all they could

bring with them. The children had been seasick and were cold, tired, and hungry. But when one of the boat's crew said that they were entering New York bay, although the sun was not up they crowded to the rail, straining their eyes through the dim light for something. It was the ten-year-old boy who first cried out, "See, there!" And the father said in a husky voice to his old mother, whose eyes were too old to see, "Yes, it is Leebertee!" The aged grandmother, as well as the youngest child, felt a thrill to know that at last they had reached the Statue of Liberty and the great country of liberty about which they had talked for so many years.

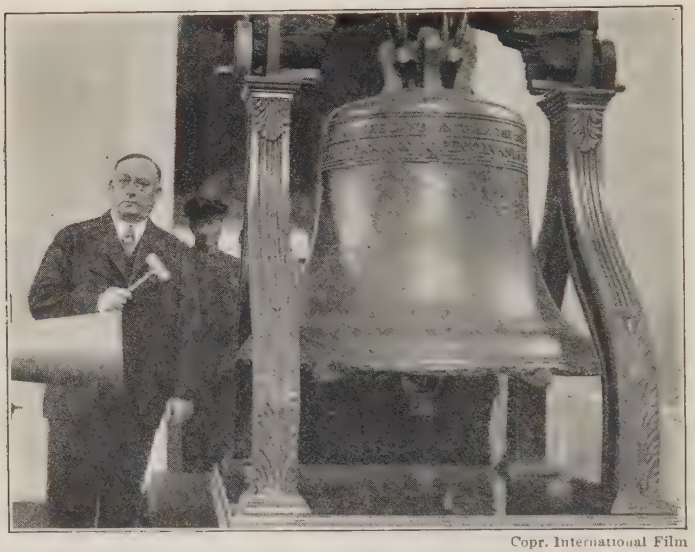
The Word "Liberty" in our History

14. How important the word "liberty" has always been in this country is shown by the number of times it has been used in naming bells and trees and buildings and societies. During the stormy days that preceded the Revolution, in every colony men pledged themselves to insist on their rights. They called themselves the Sons of Liberty. One day the British captain of an armed vessel tried to force Boston citizens into the service of England. The next day a placard was posted about the town calling on the Sons of Liberty to assemble at Liberty Hall, a name given to the space around the Liberty Tree.

15. The famous Liberty Tree of Boston was a large elm, standing in a grove at the corner of what is now Washington and Essex streets. A staff was fastened to the trunk of the tree and rose far above its spreading top. From this, in times of public excitement, floated a Union flag, but with what particular motto we do not know. In June, 1768, a red

flag was fastened to the tree, with a paper attached urging the people to rise and clear the country of the king's customs officers. The elm was finally cut down and used for fuel by the king's troops.

16. The people of Charleston, South Carolina, also had a Liberty Tree — a live oak, near the residence of the patriot



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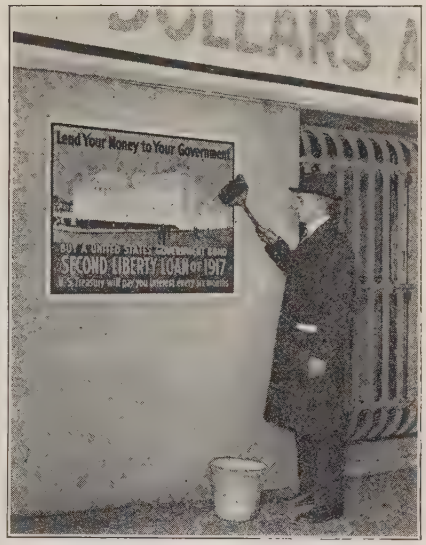
The Famous Liberty Bell of Philadelphia again rings for Liberty

Christopher Gadsden. Like the tree of the North, this derived its name from the meetings of the patriots held in its shade in 1764 and later years. Here the Sons of Liberty met. Like the Boston tree, because of its historic associations it was hated by the king's officers. Upon the surrender of Charleston in 1780 it was cut down by order of Sir Henry Clinton and a fire made over its stump.

The Liberty Loans

17. In 1917, when the United States went to war with Germany, the word "liberty" again became the most popular word in the United States. Ministers preached liberty sermons, teachers talked about liberty, the streets were filled with liberty posters. After Congress declared war on Germany, it was necessary to raise billions of dollars to buy clothes, food, and guns for the army and navy, and to build ships to carry troops across the Atlantic Ocean. The government had to get this large sum of money from the people. This was not difficult, for all the patriotic people were eager to lend their savings to the nation. Almost like a mountain torrent in the spring, the dollars poured into Washington from every corner of the United States. The money that the people lent the government was called a Liberty Loan.



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A Liberty-Loan Poster

18. Three times in one year the President called on the people for their dollars. When the first loan was being raised, the famous Liberty Bell in Philadelphia, which had been silent for forty-one years, warned the nation that their

freedom was in peril. When this bell rang out its first warning, in 1776, there were only thirteen small colonies scattered along the Atlantic coast. But in 1917 the liberty of more than one hundred million people, the largest free nation in the world, was at stake.

19. That same year another famous bell sounded the alarm. This was the one which hung in the historic little church in Richmond, Virginia, when Patrick Henry spoke the memorable words, "Give me liberty, or give me death." On the day that the Second Liberty Loan was started, the bell was carried to the city hall, and just at twelve, when all the other bells were pealing and men were standing with bared heads, it was struck to remind the people that lives and money must always be the price of liberty.

Slavery in America

20. Sad to say, not always has there been liberty for everyone in America. Only twelve years after Jamestown, Virginia, was settled, a slave ship sailed into Jamestown bay and landed twenty negroes. These were sold to the planters to work in the tobacco fields. Later more negroes were brought in. These men had been seized in Africa and forced to go with their captors. When they were sold they belonged to their owners just as any piece of property does. As the years went by and the United States became more prosperous, more and more negroes were bought to help raise the crops until, in 1860, there were about four million slaves in this country. The word "liberty" meant nothing to them. They had to live where their owners wished them to live; they had for food only what their owners supplied them. While most owners

treated their slaves kindly, yet a negro was never free to choose either his work or his home.

21. Many of our statesmen, like Washington, did not believe that slavery was right. But it was not until almost fifty years after Washington freed his slaves that people in all parts of the country began to say that the United States must do away with slavery. It is not a simple matter for a nation to change a custom that it has had for years. And slavery had become a custom. But in 1861 some of the Southern states wished to separate from the nation. The result was four years of civil war. It was during this war that President Lincoln decided the time had come when he could write the words which would forever make slavery impossible in any part of the United States or its possessions. His Emancipation Proclamation was one of the world's great liberty documents.

All of America's Great Wars have been Wars of Liberty

22. It is worth remembering that the only great wars that the United States has fought have been wars which won liberty for somebody. In the Revolutionary War all the colonies fought to gain liberty to govern themselves and to spend their money as they wished. In the Civil War men fought to preserve the union, but one of the war's results was the freeing of the slaves. It was during this war that the bronzed statue of Armed Liberty was placed above the lofty dome of the Capitol at Washington. Is it not fitting that the great capital city of our nation should have Liberty for its symbol? In the Spanish-American War men and boys from every state in the Union fought to give liberty to the Cubans. In 1917, during the World

War, the United States raised an army to protect her own liberty, to help restore liberty to the oppressed peoples in the Old World, and to prevent France and England from being deprived of their liberty.

How we deprived the Indian of his Liberty

23. Nations, like individuals, often make bad blunders and do grave injustice to groups of people. There are some pages of American history that all honest, patriotic men blush to read. These pages are the ones that tell the story of how the white men drove the Indians farther and farther west from the lands that had been theirs long before white men had come. When the white settlers wanted a piece of land, they often made the Indians pull down their wigwams, load their ponies with their furs and a few poor possessions, and go westward.

24. One day in 1838 a tall, sinewy Indian stood at the summit of one of the rugged, pine-clad Appalachian mountains. It was hardly light, and the red man's eyes were fastened on the sunrise colors that were beginning to show over the crest of the mountains to the east. He was almost as straight and silent as the pine trees about him, and for many minutes moved neither hand nor foot. Even the loud-voiced white man, who carried a gun on his shoulder and came noisily through the brush, stopped for a moment, awed by the silent figure. The white man was one of the soldiers from the state's troops that had been sent to drive the Cherokee Indians from their homes. He knew that the dusky chief was saying his silent farewell to the mountains in which he had been born and in which he and his sons had brought down many a deer and wildcat. Both men

turned for a moment before they descended, to watch an eagle soaring far above them. Dulled as were the feelings of the white man, he knew that the Indian was contrasting his fate with that of the eagle.

25. The Cherokee tribe, to which this chief belonged, was the largest and most important of the Indian tribes

Seeking Liberty in America

of the East. They were earnest, hard-working Indians who lived peaceably with the whites. But one year gold was found in "the Cherokee country," and at once some of the states greedily insisted that the Indians be forced to give up this rich territory. The Indians loved their homes and refused to leave them, until finally, in 1838, soldiers went into the mountains and at the point of the bayonet forced them on long marches beyond the Mississippi. Thousands

died on this journey, and all mourned the loss of their forests. Surely they could not have said that this was "the land of the free and the home of the brave."

26. For many years, however, the Indians have been practically as free as any white man to go where they please. The government has given them land and free schools, so that now they can take some pride in the Stars and Stripes.

Liberty and Our Newcomers

27. One day a business man stood watching a long line of laborers (Greeks, Italians, Portuguese, and others) file into a shanty for their pay. After a time he noticed a group of three who seemed much excited. He inquired as to the trouble and learned that one man had been discharged because of some misunderstanding which he had had with the "boss." The man could speak little English, but the stranger discovered this amazing fact: in order to keep his job each man had to pay his foreman a dollar a week. One man had refused and was discharged. The stranger reported the matter and an investigation was made.

28. It was found that not only this foreman but others in different parts of the United States had sometimes taken advantage of the men who knew no English, and made them pay a weekly fee to hold their jobs. These men were too ignorant of the real America to understand how unnecessary this was. And most Americans were too busy to find out how our newcomers from other countries were being treated. In spite of the utmost that loyal, liberty-loving Americans can do, there will always be evil, selfish men who will oppress the ignorant and the weak and deprive them of some of the liberty which is their due.

Eternal Vigilance is the Price of Liberty

29. Since there is danger that through ignorance or thoughtlessness some group of people, even in the United States, may be treated unfairly, every pupil who salutes the flag should pledge himself always to stand for justice and fair play. The two words "injustice" and "oppression" ought not to appear on any page of our history that will be written of the future. The future of our nation is largely in the keeping of the boys and girls of to-day. Eternal vigilance is the price of liberty, and pupils must never cease to look for wrongs to make right.

QUESTIONS AND PROBLEMS

1. Describe the Island of Tristan da Cunha. **2.** Why did the people who live on this island refuse to leave it? **3.** Why did not the British government force the people to leave it?

4. Tell about the home of the Lithuanians. **5.** Where did Germany send thousands of Belgians? Did Germany have a right to do this? **6.** If you have read the story of Evangeline, tell what people who are described in this story were driven from their homes. Who drove them?

7. What kinds of persons does the United States deprive of their liberty? **8.** Is this right? Why? **9.** Tell several ways in which the people in America have liberty. **10.** In what part of the country must a person live? Explain your answer. **11.** An Italian once said that liberty in America meant only "opportunity to earn a living." What did he mean?

12. When the whole nation is in peril, it may become necessary to take away some of the people's liberty for a short time, just as members of a family are prevented from doing many things when there is critical illness in the home. During

the Great War in what ways did the United States deprive the American people of full liberty? 13. Explain also why it was right for the government to do this.

14. What one word best represents America? Why? 15. Describe the most famous statue in the world. Why is it famous?

16. Give five names in which the word "liberty" appears. 17. Find from your textbook of history why Faneuil Hall in Boston is called the Cradle of Liberty and why the cracked bell in Independence Hall, Philadelphia, is called Liberty Bell. 18. During the Civil War one of the political parties was named Liberty Party. Can you tell why? 19. The tall pole on which our flag is raised is called a liberty pole. Can you tell why?

20. Why did the word "liberty" become popular in 1917? 21. What was the Liberty Loan? 22. What is a Liberty Bond?

23. Tell how the negroes were deprived of their liberty for many years. 24. How were they freed?

25. What has been one result of the great wars which the United States has fought? Explain your answer. 26. In 1812 the United States fought for the freedom of the seas. What is meant by "the freedom of the seas"?

27. Tell how and why the different Indian tribes were driven westward.

28. Are there any slaves in the United States to-day? 29. In what ways might persons who did not know the English language be ill treated?

30. Can you think of any persons in the United States who are treated unjustly or who do not have the same liberty that you have?

31. In your textbook of history you will find a copy of the United States Constitution; what does this say about liberty and freedom?

CHAPTER IV

AMERICA — ITS LANGUAGE

The American Language

1. Is there an American language? The original Americans were Indians. But each tribe had a language of its own, and when Columbus discovered the New World there were probably at least twelve hundred different languages spoken in North and South America. There has, then, never been a real American language. We inherited our language from England and have never exchanged it for any other. As you know, after the discovery of America all the large European nations sent colonies to explore and settle the new country. Spain, France, and England were the largest colonizers; but after England defeated Spain on the seas and overcame the French and Indians in a long-drawn-out warfare in America, she was the mistress of what was destined to be the United States of America. We were, therefore, English until the Revolution, and have kept the language and most of the customs of England. So that to-day the official language of America, the language that is taught in all our schools, the language of all our laws, is English.

Judging a Nation by its Language

2. One of the things which have helped to make America a great nation is the English language. In a part of South America there are to-day people whose language has only

several hundred words, and no word for any numeral above two. There are other people, living in North America, who have no written language except that of pictures. The first people are the Brazilian Indians, the second are our Alaska Eskimos. But even if you did not know who these people were, you would feel sure that you would not care to live among them. Only a backward race could get along with languages like these.

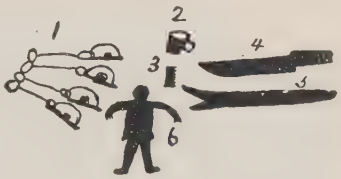
3. If our language had no words for numbers above two, there could be no arithmetic, algebra, or geometry. And without these there could be no large department stores, no huge factories, no railroads, no big bridges. It takes long examples in arithmetic to conduct a great nation like ours. It also takes thousands of words. The big daily newspapers represent in a general way all the important activities of the country. Some days it takes five thousand different words, some days more, to tell in the briefest possible space what the American people want to know of the world's news.

A Sign Language

4. If America were as small as New England, and all the people were either farmers or fishermen, we should not need so many words as we do now, with our forty-eight states and our hundreds of occupations. It is fortunate for us that we have a live language that is full and rich, and not one that has only pictures instead of an alphabet. On the next page are two letters written by an Eskimo. Suppose that we had to print our newspapers and text-books in this picture language! Would that not be awkward and unsatisfactory?

Letter No. 1 means that one man (6) wants four steel fox traps (1), one drinking cup (2), one paper of needles (3), one knife (4), and a package of leaf tobacco (5).

Letter No. 2 means that a man (13) and his wife (14) want one pocket knife (1), two cans of powder (2), one pipe with cover on the bowl (3), one plug of chewing tobacco (4), one set of reloading tools for rifle (5), one rifle (6), one box of primers (7), two cans of coal oil (8), one can of molasses (9), one comb (10), one coal-oil stove (11), and one coal-oil lamp (12).



Eskimo Sign Letter No. 1

Eskimo Sign Letter No. 2

The English Language Rich in Words

5. The English language has over 300,000 different words. The French language has about 33,000, the Spanish 50,000, the Italian 150,000. There are some languages that have only a few hundred. No one person would ever need to use even half of the 300,000 words found in our largest English dictionary (the Oxford), but it is a treasure house for men and women of ideas and enterprise. No person

need ever lack for English words to express what he wants to say. If he cannot talk and write as freely as he wishes, it is not the fault of the English language.

English the Language of Liberty

6. No one knows just how much our language has helped to make us love liberty. But this is true — the two largest and most powerful liberty-loving countries of the world speak the English language. And this also is true — most of the great liberty documents of the world have been written in English. The first of these was Magna Charta, the second was the Declaration of Independence, the third was the United States Constitution, the fourth was the Emancipation Proclamation, the fifth was President Wilson's address of April 2, 1917, to Congress, urging it to declare war on Germany.

One of the Weaknesses of our Nation

7. If our language has helped to make our nation strong, what about the thousands of people in the United States who can neither speak, read, nor understand English? Will they weaken the nation? This is a question that has troubled a great many Americans.

In Foreign New York

8. One day a terrible fire broke out in the factory district of New York City. Doctors and ambulances had been rushed to the scene from all points. While returning to his home one doctor missed his way. He stopped his car in front of a corner drug store and asked a group of men

which street would take him most quickly to Fourth Avenue. The men looked interested, but shook their heads. Impatiently he went into the store. Here also the clerks looked interested, but shook their heads. The doctor wondered if he could be dreaming. He was in the very heart

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In Foreign New York

of New York City, yet no one could understand him. He felt like a stranger in a foreign city. Not until he found a policeman did he get his question answered.

9. "What's the matter down here?" he asked of the officer. "They all act as if they didn't understand plain, everyday English."

"They don't," replied the policeman. "For two miles this way and three miles that way you won't hear anything but Polish and Yiddish. If you want to spend your vacation traveling in foreign countries, just travel round New York. There is a little Germany, a little Italy, a big

Russia, a big Jerusalem, a little Turkey — oh, and all the other countries. It 's about the same in Chicago. I used to live there, and I know."

"Well, why don't these people learn English?" asked the doctor.

10. "That 's what I used to wonder. But after all, why should they? All their neighbors talk their language. They can buy newpapers and magazines in their own language. They have churches and theaters of their own. Why should they learn English when they can get everything they need or want without it?"

The Schoolhouse and Foreign-Born Children

11. The physician drove off, wondering if the policeman was right. Every block or two he would stop his car and ask some man or woman a question in English. Occasionally he could see that he was understood, but the foreigner could not reply. Once he stopped a group of boys, and before his question was half asked a chorus of voices gave him the information in English. This was strange. Again, a mile farther on, a woman with a seven-year-old child shook her head at him. She did not understand him, but the child answered him clearly and accurately.

12. He continued his experiment long enough to discover that most of the children could both speak and understand English, while the older people were indeed foreigners in appearance and in speech. Just as he was puzzling over the matter he passed a huge schoolhouse. "Ah, I see," he said. "That explains it. The children have to go to school; the parents don't."

There is Danger in Many Languages

13. Our histories show us that there is "strength in union." There is always danger in divisions. If there were even so simple a barrier as a stone wall built around each of our states, separating one from the other, we should not be a strong, united nation. But language can be a far greater barrier than a stone wall. If one third of a city speaks and understands only French, this one third will never fully understand what the other two thirds of the city say and do. If the Indians of North and South America had spoken one language instead of many, they could easily have held back the white settlers for a long time.

Trying to teach his Father English

14. Many languages weaken a nation. Because our statesmen realized this, one of the first things we did when we took possession of the Philippine Islands, where over forty different languages were spoken, was to open schools in which every child was taught English. In Porto Rico, in Alaska, in Hawaii, everywhere that we set up our government, there we teach English.

Nearly Three Million Americans cannot use English

15. But in our own 48 states between the Atlantic and the Pacific there are to-day several million persons who cannot speak or understand English. This means that whenever the president issues an important statement

Copr. Ewing Galloway

Teaching Porto Ricans English

nearly 3,000,000 persons do not know what this is unless it is translated into their own language. Government officials assert that every language of every civilized people is now spoken somewhere in America. Before war broke out in 1914, in a single year over 1,500,000 foreigners entered this country, and fully 1,000,000 of them could not speak the English language.

16. There are over fifteen hundred newspapers published in foreign languages in the United States. All large libraries

have many books in Polish, Italian, and other foreign languages. By means of these newspapers and books the foreign-born citizens can learn much about America. But our government at Washington and the state governments are constantly issuing important bulletins about foods, taxes, health, laws, etc. which are never translated. Many important items of news and hundreds of helpful and interesting books also are never translated. This means a barrier between those who understand and use English and those who do not.

17. In some of the great mill cities, to which large numbers of foreigners go in search of work when they first come to America, there have been many strikes. Property has been destroyed and even lives lost in the bitter struggle between the mill workers and the mill owners. When a committee investigated the cause of one such strike, they found that dishonest men had stirred up the workers, most of whom could read no English at all, by false statements about their employers. The men had no way of learning the truth. The result was lost wages, lost positions, and bitterness.

Teaching English

18. The children of foreign-born persons are compelled, like all other children, to go to school during the school year. They will carry the English language into their homes. But children can be only imperfect teachers to their parents. So the parents must be taught. Enterprising towns and cities have special free evening schools for these adults. In many cities factories also have schools for their own foreign workers.

How Everyone can Help

19. In making English the language of all Americans every patriotic person can help. Some churches have organized classes in which they teach the Chinese to read and speak English. One enterprising woman discovered that her Greek vegetable man understood only enough English words to sell his vegetables, and could not read a word. By always having a pleasant smile, and in cold weather a cup of coffee, in hot weather a glass of cold water for him, she gained his confidence and began to help him learn English. She went to a school-teacher near her for assistance, and together they mapped out a series of simple lessons. Each week she gave the man a card with a sentence in writing and in print. After a little the Greek began to go to evening school, but kept up his five-minute lessons with his customer. This woman was helping turn a Greek into an American.

America for Americans

20. America is only for Americans. But Greek, Slav, Jew, all can become Americans if they will. One of the first things they must do is to learn our language. Every person who is fortunate enough to have English for his native language must help those who do not speak and read it.

21. All the riches and wonderful natural resources of our continent cannot make us a strong nation if there are small separate nations in different parts of the country. So, little by little, with the help of our day and evening schools, strange languages must disappear from our towns

and cities. This does not mean that an Italian, Russian, or any other foreigner should forget his native language. To be able to speak and read several languages is an education in itself. In our high schools and colleges we teach foreign languages. We urge all our American young people to master at least one language besides their own. But the time must come when there will be no person in any part of the United States who cannot read, speak, and understand English.

QUESTIONS AND PROBLEMS

1. What is the American language to-day? The United States is the largest English-speaking nation in the world. Do you think it would be correct, therefore, to speak of our language as the "American language"?

2. Was there ever an American language that differed from all other languages?

3. How can a language be inherited? 4. If Spain had continued to send colonies to America and had finally driven out the French and the English, what would be the language of the United States to-day?

5. Explain how a nation's language can help to make it strong. 6. Give one reason why the American Indians were never one powerful nation. 7. Certain students of language claim that the Russian language is far richer than any other. If this is true, do you think Russia will grow stronger or weaker? Why?

8. Tell about some languages which have only a few words in them. 9. Take one page of each of your textbooks (history, arithmetic or algebra, geography, etc.) and make an alphabetical list of all the different words found on each page. What is the total number?

10. How often do you add a new word to your speaking vocabulary? When you meet a new word in print or hear one spoken, what do you do?

11. There is only one way to master your language. What is it? Tell whether or not you think you are mastering it.

12. Give one reason why the Brazilian Indians could not build up a nation like ours.

13. What is a picture language? 14. If you had no written language except that of our American Eskimos, how could you write these sentences in a letter: "My brother enlisted in the Signal Corps yesterday and expects to begin training at once. Please let me know how all your family are and when you expect to come East"?

15. Find in an unabridged dictionary ten words that you have never heard used and have never seen in print. Study their meaning, and tell what persons might find each of them useful.

16. What is the occupation of your father or your uncle or brother? Every occupation has some words that belong especially to it. A lawyer must use many terms that a doctor never does, and the doctor many that other persons never need. Give examples of the special words of your father's occupation.

17. One reason why the English language is so rich is because the English and the American people keep adding new words to it. Englishmen and Americans travel more than the people of other nations. Can you explain the connection between these two statements?

18. Can you think of new words that have recently been added to our language? Perhaps *automobile* and *aeroplane* will suggest others.

19. What is the language of the two countries that are at the forefront of free nations?

20. Find from a textbook in English history or from an encyclopedia what Magna Charta is. 21. Name four other liberty documents which were written in English.

22. Explain why more than one language is spoken in America. 23. What language is spoken in your home? 24. Do you have friends or acquaintances who speak any language other than English?

25. In speaking to foreigners why must a person show the greatest courtesy and take the greatest pains to be understood?

26. Why is the large number of languages spoken in the United States a sign of weakness?

27. In a factory which employs four thousand men, do you think more work and better work is turned out if only one language is spoken? Explain your answer. 28. Why do some factories refuse to hire workers who cannot speak English?

29. About how many people in the United States can neither speak nor read English? 30. Give two reasons why a foreigner does not begin to learn English as soon as he reaches this country. 31. Why is it that foreign-born boys and girls can often speak English when their parents cannot?

32. Is any member of your family doing anything to help a foreigner master English? 33. If every patriotic person should help at least one foreign-born person to learn English, what would soon happen?

34. Write a two hundred-word composition on "The United States should have a law compelling all persons to learn English."

CHAPTER V

MAKING AN AMERICAN

1. Theodore Roosevelt once explained what he thought was the right kind of American boy — and of course he meant girl also:

What we have a right to expect from the American boy is that he shall turn out to be a good American man. Now, the chances are strong that he won't be much of a man unless he is a good deal of a boy. He must not be a coward or a weakling, a bully, a shirk, or a prig. He must work hard and play hard. He must be clean-minded and clean-lived and able to hold his own under all circumstances and against all comers. It is only on these conditions that he will grow to be the kind of man of whom America can really be proud. In life, as in a football game, the principle to follow is: Hit the line hard; don't foul and don't shirk, but hit the line hard.

What is the Right Kind of American?

2. It is evident that just living in America does not make a person the "right kind of American." Even if a boy and his parents and grandparents have always lived in America, this alone does not mean that they are true Americans. Americans have to be *made*. This is a long, expensive task. Each year there are over two million children born in the United States. Some of these children will be genuine Americans by the time they leave school, perhaps

earlier. Others will learn more slowly. Some will grow old and gray before they have been trained to be Americans. Some will never learn. This sounds discouraging. But the chief reason why some people are so long in learning is that they do not know just what it means to be an American. A boy cannot learn to be a carpenter unless he knows what a carpenter is. A high-school pupil cannot prepare for college unless he knows what college is.

3. Here is a description of an American that all boys and girls must make themselves fit into:

I. An American must love liberty.
II. He must know how to use his hands and his brain.
III. He must master the English language.
IV. He must honor the United States above all countries.
V. He must serve his country every day.

4. No matter whether you were born in America or in Europe — if these five sentences describe you, you are really an American. All the preceding and following chapters of this book help to show how important are these requirements. Here we shall say just a word about each.

I. An American must love Liberty

5. To *love* liberty means to value it properly. You have learned that the whole foundation of the American nation is liberty. Therefore, if a citizen learns only one lesson well, it should be how to use the liberty that is given him.

6. Liberty is far more precious than dollars. It is never given to little children, and to older ones only bit by bit as they learn what it is. Boys and girls never have full liberty in America until they are twenty-one; even then many of

them cannot safely be trusted with it. The boy who has to be watched to see that he studies, the girl who cheats unless the teacher's eye is on her, the boy who steals the old lady's apples when she is away from home, have not yet learned to use liberty. If you want to test yourself to find out whether you can be trusted with liberty, see whether you need to be watched.

Learning how to use Liberty

7. But earning the right to have liberty for yourself means something more than being honest. It means being competent to use it properly. A four-year-old child must not have liberty to eat what it pleases, for it might eat pickles and drink strong coffee. A child must learn a great deal before it knows enough to be trusted with freedom. Before you can spend all your time as you please, you must learn what kind of work and what kind of pleasures will most satisfy you. This cannot be learned in a few weeks.

8. A boy one day complained that some of his classmates could do exactly as they pleased on Saturdays, while he could do nothing without first asking permission. His father said: "Very well, we will try an experiment. Next Saturday from seven in the morning till seven at night is yours."

9. To get the full benefit of his new liberty, the boy began the day by staying in bed until nine o'clock. Breakfast had been cleared away when he came downstairs. He wanted to be at the baseball field at half-past nine, so he snatched a cooky and started off on the run. At ten o'clock

it began to rain, and although he had brought neither rubbers nor raincoat, he stayed until the game was finished. By that time he was wet and hungry, but he decided not to go home — he could do that any day. Instead, he went to see a friend at the other end of the village. To his disgust he found him cleaning the cellar. Watching another boy sift ashes and sweep the floor did not go very well with his holiday. So although he had had no dinner, he went back to the village and spent the afternoon in the moving-picture theater. It was six o'clock when he started for home — wet, tired, and hungry. The next morning he had goose grease on his chest and a flannel around his neck, and spent the day trying to forget that his throat was sore, his stomach empty, and that his Monday's history lesson was unlearned.

10. His day of liberty was a failure for two reasons: he had not learned how to plan his work and his play. Usually his mother waked him in time to eat a good breakfast; if it looked like rain she reminded him to take an umbrella and wear rubbers. Either his father or his mother had helped him plan his games and good times as well as his "chores" and his studying. He had not realized that they were merely showing him how to get the most work and the most fun out of each day.

11. A thirteen-year-old girl was told by her parents that when she finished the eighth grade she could do whatever she pleased — keep on into the high school, find a position, or stay at home. She decided to stay at home. But she soon learned that she had made a lonely choice. Most of her classmates went to high school; some of them found positions. Evenings and Sundays were the only times she

saw her friends, and then they were full of plans that she had no part in. After six months she decided to go to work. She went to an employment bureau and told the manager she wanted a position in an office. The manager explained that in the best offices none but high-school graduates were employed. This was a hard blow. Apparently she was the most fortunate of girls, with full permission to do as she pleased, and yet it was all a failure.

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This Boy became a Failure because he never learned the Value of Liberty (see p. 61)

12. The trouble with the boy and his day of liberty, and the girl and her six months of freedom, was that both thought that just to have liberty would make them happy. Liberty is like money — it requires a skillful spender to get happiness from it. In this country each grown person can choose his own pleasures and his occupation, but unless he has learned how to choose wisely, he will not be happy or prosperous.

How Three Young Men used their Day of Liberty

13. A big exporting firm in a thriving city had in its office three bright young men, all ambitious and eager to get ahead. There was an opportunity to advance one of them, but which should it be? One morning, after a busy day, the manager announced that the office would be closed all the afternoon — everybody could have a half holiday. When he greeted his assistants the next morning, he asked each how he had spent the previous afternoon. One young man had been to the theater, the second had not done "much of anything," the third, with a glowing face, explained that he had gone down to the wharf to watch the loading of the big cargo of supplies which the firm was sending to Europe.

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He never learned how to use his Liberty

14. Until he saw for himself, he had not realized how much skill it took to pack away hundreds of tons of boxes and bales so that no space would be wasted and no goods would be damaged. He had talked with the engineer, who

explained that because of an improvement in their machinery they expected to be able to increase the rate of speed half a mile an hour and thus save several thousands of dollars on each trip. He had also talked with a weather-beaten Portuguese sailor who had "sailed on every sea," and from him had learned some of the difficulties of stowing a bulky cargo. It was that young man who was advanced. In his half day of liberty he had learned some valuable lessons.

How Busy Men use their Liberty

15. Thoughtful men have claimed that in order to judge a person you must know how he spends his leisure — that is, his hours and days of liberty. The superintendent of a large shoe factory once declared that he dreaded holidays because the workmen made more bad mistakes the following day than at any other time. "I think it must be because they don't know how to make the best use of their spare time. They come back tired and irritable instead of rested and cheery." Thousands of people have never learned how to enjoy a holiday, or even a leisure hour. They did not begin to learn when they were young.

16. Many a business man can and does spend every day in the week doing exactly as he pleases. But what he pleases is to plan out carefully both his work and his pleasures. The persons who value liberty most are those who make the best use of it. These are your learning days. Remember that often the most important difference between a person who stays poor and one who becomes prosperous is that the one knew *how* to use his liberty (which is often called opportunity), and the other did not. Liberty does not mean letting chance use you — it means doing away with chance.

II. An American must learn to use his Hands and his Brain

Mastering Simple Home Work

17. The only persons who can be genuine Americans and not have some useful occupation are those who are too ill or too badly crippled to be able to work. A child begins to learn to work long before he has finished school. The boy who has "mastered" a kitchen stove or a furnace is well on the way toward being an American. But to master a furnace is not a small matter. This does not mean putting in coal when somebody suggests it, nor occasionally sifting ashes. It means taking full charge of the furnace — knowing every damper and every "queer thing" about it, keeping it free from clinkers and ashes, keeping the cellar around the furnace clean, understanding how an east wind or a north wind will affect the draft, keeping the rooms just warm enough, devising ways for getting more heat from less coal. If a boy never learned how to do any other work than caring for a furnace, he would be a useful person. But it always happens that when a person has mastered one thing he wants to learn to do something still harder.

18. Perhaps a girl begins to learn how to do useful work by washing dishes. But just "washing dishes" does not mean mastering this kind of work. To become an expert dishwasher is not easy. The girl who leaves the sink for her mother to wash, tucks a wet, lumpy dishcloth out of sight, or leaves the glasses linty is a long way from perfection. Mastering dishwashing means handling dishes without cracking or nicking them, knowing how hot water can be safely used on glassware and good china, how to clean silver

and steel knives and forks, how to wash pots and pans that "stick," how to leave the sink so that it will be free from odors, what kind of dishcloth, towels, and soap will do the most effective and quickest work, how to arrange cupboards so that dishes can be put away easily and quickly.

Mastering Dishwashing

What shall you do when School Days are over?

19. All the time that a pupil is at school he should be looking ahead and planning what he is to do when his school days are over. The mastering of home work, gardening, and the like is merely practice work for the big things later on. All of it is helping to make the American. In a few years each boy must be prepared to do a man's work,

each girl to do a woman's work, in the world. Every pupil should study himself to see in what occupation he can be happiest and most useful. Begin planning to-day whether you will learn a trade, or study a profession, or go into business. Make a list of the different occupations that attract you. Find out from books, magazines, and people all that you can about each one. The more you learn about the busy world of workers, the easier it will be for you to make a wise choice.

Mastering a Furnace

20. The true American will never be an idler, however rich he becomes. If you should make a list of the persons in your town who do no useful work, would it be a long list or a short one? So necessary is work for the success of the nation that several states have passed laws requiring all able-bodied men to have an occupation.

Mastering Some Form of "Play"

21. Hands and brain need to be trained to "play" as well as to work. Whether it is learning to ride horseback or to swim or to play checkers or tennis, be sure that you have really mastered some form of wholesome play.

A sixteen-year-old boy who applied for an office position was asked this question, "What one thing can you do as well as, or better than, any of your friends?" The boy thought for a long time, then shook his head doubtfully. "I guess this is n't what you mean, but I'm the best skater in my crowd." The business man, by asking a few questions, learned that the boy knew how to take the best care of his skates, how to play ice hockey, and how to do many kinds of difficult figure skating. Finally he said: "If you have mastered one thing, you ought to be able to master another. We will see what you can do with this position." No person who has learned the art of mastering need make a failure of his life.

III. An American must master the English Language

22. In order to learn how to use liberty and how to earn your living, you will need to master the English language. To master it means to be able to speak, write, and understand it correctly. The boy who knows his lesson but cannot tell it, the girl who can tell what she saw but cannot write it, the person who cannot understand what he reads — all are a long way from being useful American citizens. There are many doors between you and success. The key to the first one is the English language. Whether you are to serve your country as a doctor, a lawyer, a bookkeeper, a farmer, this door must be opened first.

23. The fourteen-year-old son of a banker was one day sent to give him an important message. When the boy reached the bank, the secretary told him that his father was at a directors' meeting and could not be disturbed. He was

allowed to sit in the little anteroom to wait. The door was ajar. He could hear all that was said, but to his great astonishment he could not understand a single sentence. Some of the words he knew, but they were so mixed up with strange words that it was almost like a foreign language. Later, when he had delivered his message and he and his

Every Boy and Girl should master Some Kind of Wholesome Play

father were on the way home, he asked, "Why did n't you talk so that I could understand?" The reply that he got puzzled him. "You 'll have to grow up to that kind of conversation. If we had talked like fourteen-year-old boys, we should have accomplished very little business, I'm afraid." Many a time when a person has thought a lecture or a book "dry," the trouble has been simply that he has not mastered his own language.

IV. An American must honor his Country above All Others

24. To honor a person means to show him great respect and courtesy. There are no other ways than these of honoring your country. To show respect for a person you must know as much as possible about him. What has he done to deserve your respect? At school you honor the hero of your football team, the girl who got the highest marks in the class, the boy who put out a fire. Before you can honor your country you must know why it is worthy of your honor. This is why you spend so much time at school studying American history. As you have already learned, there are some incidents in this history of which you are ashamed, but most of the pages tell of men and of deeds of which you can be really proud. Learn all that you can of the early colonists who braved Indians, wolves, and hunger; read and reread the stories of the men and women who pushed west into unknown dangers, of those who helped to build towns, start schools and colleges, found hospitals. Find out who are helping to carry American ideals to Alaska, the Philippines, and our other possessions.

25. There is no danger that most Americans will honor another country more than their own. But it is sometimes hard for those born in foreign countries to live up to this fourth requirement. Men from every part of the world have come to America. Some of them never attempt to learn our language or our customs. They think only of themselves, working hard and saving money, so that after a time they can return to their home country to live on the money made here. Such a person never even begins to be an American.

26. The first step for a foreigner to take in honoring the United States is to become a citizen. This means that he must solemnly pledge himself to make this country first in his affections and to do all that he can to become a loyal American. Before our government will call a Russian or any other foreigner an American, it requires him to make this promise in court:

It is my intention to become a citizen of the United States and to renounce absolutely and forever all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, and particularly to . . ., of which at this time I am a citizen (a subject), and it is my intention to reside permanently in the United States.

V. An American must serve his Country Every Day

What *Serving* Means

27. "Serve" means *to help* or *to work for*. Most people are kept busy working for themselves. But no person should let a day go by without doing something that is for the good of his country. This is not so hard as it seems. The United States has more than a hundred million people, who live in small groups. You will never even see most of these millions, but you will always be a part of some group. You must serve your group, however large or small it is. The smallest groups of people are families, the next larger are neighborhoods, — groups of families, — and finally villages, towns, and cities. You spend part of your time at home with the rest of your family, part of it at school, part at church, and some of it on the playground. You are seldom alone.

28. Even when school days are over, young people will live and work and play in groups. Whether you work in

an office, in a factory, in a hospital, in the army, you will be one worker among many. You will probably become a member of the Red Cross, some church, an athletic club, or one of the hundreds of societies in the country. You will have to serve your country by serving the different groups of people with whom you study and work and play.

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How did This Family serve the Country ?

29. It is natural for people to live in groups. So natural is it that when a person chooses to live entirely alone, it seems very queer. In a California town strangers are always shown a pretty little cottage with closed blinds. Here lives an old woman whom no one except a brother has seen for twenty years. She lives with her cats, works in her garden, but never goes out among people or allows them to come

to her. In various parts of the country there are "hermits" — men who for some reason have chosen to live alone and to see as little as possible of other men and women. Such persons make poor citizens, for living means getting and giving, helping and being helped.

How School Pupils can Serve

30. We have already seen that serving is helping. This means that now, while you are in school, you must in some way help

1. Your family
2. Your school
3. Your church
4. Your neighborhood
5. Your garden or other club
6. Your town

If you suddenly left your home and went to a distant part of the country, in what way would your family, school, church, club, and town miss you? This is the best possible test for finding out how much or how little you are doing that is helpful to others.

Some Special Ways of Serving

31. Anything that a person does or says to make others safer, healthier, or happier is serving his country. If you live on a farm which sends milk to the village or city, you can help — no one knows how many people — by seeing that no dirt or impurity of any kind touches this milk. Impure milk causes disease. If it is your part of the work to scald the milk cans, you can learn to do this faultlessly.

You can help destroy the pests that kill vines and fruit trees so that they will not spread to other farms and villages. If, when the elm beetle first appeared, every person had seen to it that his own trees were free from the pest, several million dollars' worth of valuable trees would have been saved.

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A Bad Curve

What could a schoolboy do to prevent accident?

32. You can help take care of the road which runs past your farm. If a heavy rain has washed out a part of it, even one boy could repair the damage without bothering the road commissioners. If there is a bad curve near your place which might result in accidents, or a washout which you cannot repair, you can at least put up a sign warning the passers-by of the danger. Every well-regulated town has officials who are supposed to attend to roads, pure milk, and the like, but this does not change your own duty. So far as possible, each person must be a volunteer town official. What you can do, you should do regardless of anyone else.

33. Often by *not* doing a certain thing a person is really serving his community. If every man in the city threw his newspaper into the street when he had finished reading it, automobiles would get stalled in drifts of newspapers. By not doing this careless thing a man helps to keep the streets attractive and to save the expense of gathering up the litter.

34. During the Great War ex-President Taft said there was one special way in which everybody could help the country — by becoming an accurate information-spreader. So many people repeat what they hear without knowing or caring whether it is true that much harm is often done. In 1917 somebody started the story that stockings and sweaters which women had knit for the soldiers were being sold to department stores. The story was untrue, but thousands of persons heard it, believed it, and repeated it. A bank was once ruined by a "run" caused by a false report that the cashier had stolen some of the bank's money. A good business rule would be a good citizenship rule:

When in doubt, say nothing. If you don't know a thing, don't tell it. Don't *think* that you know a thing; be *sure* that you know it.

QUESTIONS AND PROBLEMS

1. Take Roosevelt's definition of an American boy apart, sentence by sentence, and explain what it means. 2. Describe a person whom each of these words would fit — coward, weakling, bully, shirk, prig. 3. Roosevelt was "the kind of man of whom America can really be proud." Find out what kind of boy he was. Could his teacher or his parents have told that some day he would be a successful American? Try to prove your answer.

4. What is an American? 5. Who besides persons born in this country can become Americans? 6. If you had been born in Italy and had come to America with your father and mother when you were ten years old, how could you become a citizen (see Appendix, p. 386)?

7. Make for yourself a definition of liberty. 8. Compare money and liberty. 9. Explain in what ways men who are in prison have failed to learn how to use liberty. 10. Tramps sometimes claim that they are the only persons who value liberty. Prove either that they do or do not value it.

11. If a boy's father should die and leave him a thousand dollars, the boy could not have this money until he was twenty-one. Can you explain why? 12. If a boy breaks a window or injures another person's property his father must pay for it. The father may make the boy earn the money, but the law holds the father responsible. Can you tell why?

13. Explain "Earning the right to have liberty for yourself means being competent to use it properly." 14. Can you do as you please on Saturdays? If so, write out carefully how you spent last Saturday. Did you enjoy the day? How could you have had a better time?

15. A college professor has said that one of the saddest sights he sees is freshmen struggling with their new liberty. Can you explain what the professor meant? Remember that in college students are left to plan their own study hours and pastimes.

16. Do you study better at school or at home? Why?

17. What is leisure? 18. Tell several interesting ways in which people use their leisure.

19. What does "mastering" a furnace mean? "mastering" dishwashing?

20. What is a useful occupation? 21. Do you do any useful work now? If not, can you think of anything that you might do?

22. What occupation do you expect to take up when you are through school? 23. Are you doing anything now to prepare for it?

24. Rich people should have some useful work as well as poor people. Why?

25. Plan to have your class debate this question: *Resolved*, That every boy and girl ought to master some form of play.

26. How can a person master a language? 27. When will you have mastered it?

28. How can you honor a person? a country? 29. What persons in your town could you honor?

30. Is a person honoring this country when he lives here twenty years without becoming a citizen? 31. Many foreigners in our cities did not try to become citizens until the war of 1914 broke out. Why was this dishonoring the United States?

32. How can a person serve his country? 33. Explain how the people are divided into groups.

34. Tell one way in which you can serve (or help) (1) your family, (2) your school, (3) your church, (4) your neighborhood, (5) your club, (6) your town. In answering the question on page 71, section 30, one boy wrote:

"My family would miss me because I cut all the kindling.

"My school would miss me because I belong to the Clean-Up Club and pick up the papers and litter around the schoolhouse.

"My church would miss me because I put ten cents of my own money into the collection box every Sunday.

"The Boy Scouts would miss me because I am the best tree-climber and can help with the younger boys.

"The only thing I do for the town is to help scrape the gypsy-moth eggs off the trees on our street."

35. Explain how what you do for your group helps the whole nation.

CHAPTER VI

THE CHILDREN'S AGE

What do we mean by "the People"?

1. Almost a third of "the people" of the United States are children and young men and women under twenty-one years of age. There are enough of them to make a nation in themselves. Neither Switzerland nor Greece, counting all its men, women, and children, has as many people as the United States has children and young men and women. When men have written the history of nations they have often given special names to certain periods. You will find such headings as "The Golden Age," "The Period of Colonization," "The Era of Machinery," in your history textbooks. It would not be strange if some future historian of the United States should give a whole chapter to "The Children's Age." Do you know what period he would be describing? It began a little before the Civil War. You are now living in it; and if you become the right kind of American citizens, when you are men and women you will see to it that the children's age is still flourishing.

The Children of Long Ago

2. All that many historians have thought it important to tell us about the boys and girls who lived centuries ago makes a mournful picture. It is hard to believe it;

yet it is true that some nations have thought so little of their children that when sickness or trouble came to a family they allowed parents to offer one of their children as a sacrifice. In other countries, if a child was born with a twisted foot, or a hunched back, or sightless eyes, or even if it was simply weak, parents could leave it in the woods or fields to die. Nobody knows how many Washingtons and Lincolns have been lost to the world in this way.

3. In all countries, in every age, the strong children of noble parents have been well cared for, but for many centuries poor or weak children were almost always neglected. Only a few were educated; it was not thought worth while to teach most of them even to read and write.

Children who talk with Rulers

4. If a prophet had told Augustus Cæsar that some day there would be, far beyond the setting sun, a great nation more powerful than Rome, with a ruler more powerful than he, and that in this country every year thousands of boys and girls, rich and poor, sickly and healthy, would go on pilgrimages to see that ruler, who would receive them and talk with them as if they too might some day be Cæsars, would he not have said, "The prophet is mad"?

5. But this is what has finally come to pass. The Western nation that is greater than the Roman Empire is the United States. Its ruler, who is more powerful than Cæsar, is the president. Not only do the children of America go from all parts of the country to see the president and tell him about their clubs and their gardens, but the president calls on them to help him and the nation.

Calling on the President of the United States

6. On November 30, 1914, seven special trains of Pullman sleepers pulled out of Ohio, carrying over a thousand school pupils and their friends to Washington. This party of young travelers had the best food and the best service that the railroad could provide. In Washington they made their headquarters at one of the best hotels. With the help of guides they toured the city, went to Washington's home at Mount Vernon, and on December 2 were received by President Wilson at the White House. The President talked with them as if they were persons of importance — and they were. From Washington they went to Philadelphia and then to New York City, where they were entertained at the expense of the city's Chamber of Commerce. The president of this association and the mayor of the city both addressed them.

Boy and Girl Farmers

7. The President of the United States and the mayor of the largest city in the world, rushed though they were with important business, realized that this delegation of young people was too important to be neglected. They were members of corn-growing clubs, city-garden clubs, pig clubs, home-beautification clubs, and other clubs of the state. Many of them were prize-winners in contests organized by the Ohio Agricultural Commission. The prize was a week's trip with all expenses paid. Besides these Ohio club members, that same year thousands of boys and girls from other states also went to Washington and talked with the President and congressmen.

The President's Proclamation to Children

8. Nearly a million American school pupils now belong to clubs of this kind. By means of these clubs it has been proved that a boy can be as successful a farmer as his father, and a girl as good a "preserver" as her mother.

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American Boys and Girls now help feed the Nation

The first clubs were organized in 1906, and every spring some of the prize-winners go to Washington to call on the Secretary of Agriculture and the president. In this way the club members have learned how important Washington is, and Washington has learned how important the children are. If it had not been for these young people, and for the Boy Scouts, the Girl Scouts, and the Camp Fire Girls, President Wilson would never have issued a proclamation to

the American schoolboys and girls, as he did in 1917. This was the first time that our nation had honored its children so highly.

JUNIOR RED CROSS

To the School Children of the United States:

A proclamation: The President of the United States is also president of the American Red Cross. It is from these offices joined in one that I write you a word of greeting at this time when so many of you are beginning the school year.

The American Red Cross has just prepared a junior membership with school activities, in which every pupil in the United States can find a chance to serve our country. The school is the natural center of your life. Through it you can best work in the great cause of freedom to which we have all pledged ourselves.

Our Junior Red Cross will bring to you opportunities of service to your community and to other communities all over the world, and guide your service with high and religious ideals. It will teach you how to save in order that suffering children elsewhere may have the chance to live. It will teach you how to prepare some of the supplies which wounded soldiers and homeless families lack. It will send to you, through the Red Cross bulletins, the thrilling stories of relief and rescue. And, best of all, more perfectly than through any of your other school lessons, you will learn by doing those kind things, under your teacher's direction, to be the future good citizens of this great country which we all love.

And I commend to all school teachers in the country the simple plan which the American Red Cross has worked out to provide for your coöperation, knowing as I do that school children will give their best service under the direct guidance and instruction of their teachers. Is not this perhaps the chance for which you have been looking to give your time and efforts in some measure to meet our national needs?

Woodrow Wilson, *President*

9. If you read this carefully you will discover how sure the President was that the children would come to the assistance of their country. Why should he not have been sure? Had he not shaken hands in one day with more than a thousand of them? Did he not know that a successful raiser of pigs, corn, or potatoes or a canner of vegetables

Copr. International Film

A Girls' Crusade that did not Fail

and fruits would make a successful member of the Red Cross? Working in the Red Cross meant rolling bandages, making splints for broken limbs, knitting sweaters and stockings, saving sugar and meat and wheat for the army, raising money, and helping in dozens of other ways.

A Children's Crusade that Failed

10. The textbooks of ancient and medieval history have little to tell us about the children of the nations that have come and gone. One of the few interesting things that they

do tell is an event called the Children's Crusade. Hundreds of years before Columbus discovered America, Jerusalem was captured by Mohammedans, and both Gentiles and Jews all over Europe mourned that unholy hands should touch sacred relics. One of the English kings started great crusades to try to rescue the city. But they all failed. Finally, somebody suggested that "the innocent hands" of children might do what men had failed to accomplish.

11. So in 1212 over thirty thousand children, with a seventeen-year-old boy as leader, tried the impossible task. This crusade army was the first and only great band of children that the world had seen, or was to see, for centuries. It failed; but to-day we wonder that it did not suggest to the people what an organized army of children could do for the nation at home.

A Children's Crusade that did not Fail

12. More than seven hundred years later, in an American city, almost as many boys as in the Children's Crusade started on a crusade that could not fail. In brown uniforms and "soldier" hats, with flags and banners, they marched shoulder to shoulder behind their bands of music. One of the largest and busiest cities in the world had given the use of its busiest streets for this boys' parade. The flags that they carried were the Stars and Stripes, their banners were white with a scarlet cross.

13. These boys were all pledged to serve their country in time of need. That time had come. It was 1917, and the United States was at war. They marched merely to show that their little army was ready to help the Red

Cross and the nation. Other bands of both boys and girls marched in the streets of other cities and towns. These young crusaders were bound not for the battlefield, but for the corn fields, the potato patches, the kitchen canneries.

A Boys' Crusade that did not Fail

How the School Pupils helped the Nation

14. The story of what the boys and girls did during the Great War reads almost like a fairy tale. In one year the Boy Scouts raised over $100,000,000 for the government by selling Liberty Bonds. In New York State, when the department of agriculture began to plan how the state could furnish its share of food for our army and our allies, it had to know, first of all, how much grain, fruit, vegetables, were on hand, how much more land could be cultivated, how many workers would be needed. To get all this information

meant taking an agricultural census. But a census costs time and money. Time was short, and there was no money available. Where could workers who would ask no pay be found? In the schools, of course. Within five days every farmer in fifty-six counties of the state had been "investigated" by school children. And within ten days the state had the information that it needed. Idaho was helped in the same way by its school pupils.

15. When summer came and the states did not have men workers enough to plow and sow and cultivate, who came to the rescue? The schools, of course. On hillsides and in valleys all over the country tents were pitched, huts were built, and the boys of America went into summer quarters to fight with hoes and rakes. In some states there were "flying squadrons," which were called on in emergencies. If a farmer found that his tomatoes would spoil if not picked at once, he telephoned to the flying squadron. If another farmer found that the potato-bug army was too much for him, he summoned the flying squadron. And the squadron never failed.

16. Girls as well as boys were busy in the fields and in the schoolhouses. The schools of one town vied with the schools of a near-by town. One class vied with another. In a few months one small sewing class made for a Belgian relief box:

18 hot-water-bag covers
54 sheets
36 pillowcases
27 wash cloths
27 pairs of pajamas
36 hospital-bed sheets
9 pairs slippers
9 convalescent gowns
36 pairs socks
18 pairs bed socks
18 bath towels
36 face towels

and for a box to be shipped to Red Cross headquarters:

75 children's dresses
149 tampon bags
224 baby bootees
219 war shoes
76 hospital nightshirts
62 crocheted trench caps
597 slings
19 petticoats
14 chemises
403 body bandages
42 eye bandages
373 bathing suits
12 air cushions
77 pneumonia jackets
50 bath towels

Why is America a Children's Nation?

17. How has it come about that America is to-day a children's nation? It is easy to explain. As you already know, America is the people's country. Little by little the nation has learned that the "people" means *all* the people. In the United States, as in other countries, girls at first received little education, and women were supposed to be interested only in their housework. After a while it was discovered that women were really "people," and, finally, that children were also.

18. Strange as it will seem to you, men who lived many years ago did not see what we to-day think was as plain as the noses on their faces — that if they expected *all* the men and women in a nation, not just a selected few, to be useful citizens, they must train up *all* the children, not just a few. If they trained only a few boys here and a few girls there, twenty years later they would have a nation with small groups of trained men and women, and all the others like sheep, to be led or driven as the few desired. Even the sickly children and those who are crippled or blind or deaf are an important part of the American people.

What the United States is doing for its Children

19. About fifty years ago men in the United States began to see this, and at once started to make the nation safe and attractive for children and to train them all to become good citizens. Here are a few of the things which the American nation has done or is doing for its children:

1. It has made hundreds of laws to protect and help them. It takes more than a thousand pages of a closely printed book to give the most important state laws about child labor.

2. Every year thousands of books are written especially to entertain children and young people.

3. Special boys' and girls' magazines are printed every month.

4. Millions of dollars are spent each year for schools.

5. Many of the schoolhouses are the finest buildings that skill and money can devise. Crœsus himself did not live in such great luxury as do many pupils in their magnificent steam-heated schoolhouses, with their beautiful pictures, attractive assembly halls, convenient lunch rooms, and tiled bathrooms.

6. All large public libraries and most small ones have separate reading rooms and separate lists of books for children. Special librarians are ready to show children how to get information from encyclopedias and other books of reference and to give them any other needed help.

7. All large museums have attendants to show children the treasures of art.

8. Many artists of great ability give all their time to painting pictures for children to enjoy.

9. Since the nation began to understand that all its children will become citizens, they have opened up playgrounds and parks for them in every part of the country. In Washington's time, and even in Lincoln's, the people would have refused to give a penny for such an absurd thing as an expensive park for

children to play in. But to-day cities tear down whole blocks of tenement houses to make room for a playground. When they cannot do this they shut off traffic from certain streets and say, "No wagons, no automobiles, only children allowed."

In an Illinois river there is a Children's Isle. On the New England coast there is another children's island that has been used as a vacation home for crippled children.

A Children's Library

10. There are separate hospitals for children and separate wards for them in regular hospitals. There are children's specialists who give all their time to studying and curing children's diseases. Schools have school physicians to examine the eyes, ears, throat, teeth of the pupils and to tell them how to take care of their health. Some cities now have school nurses who go into the homes of pupils to tell the parents how to prepare the right kind of meals for their children.

11. The United States government at Washington has a special Children's Bureau that gives all its time to studying the needs of children and planning ways of helping them. New York City has a similar bureau in connection with its health department.

The Children's Debt to the Nation

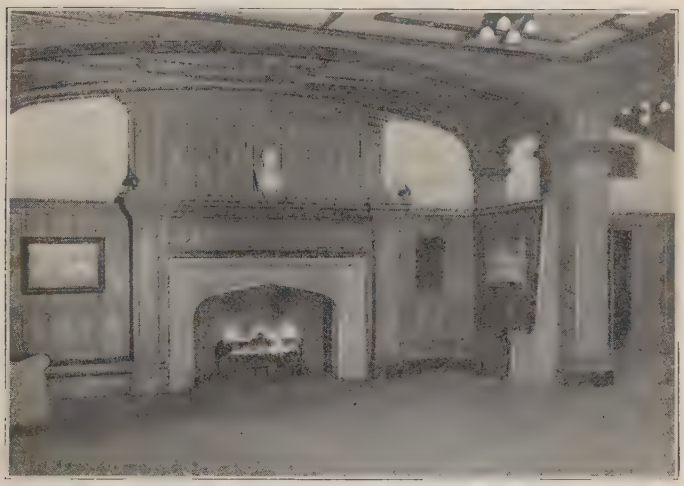
20. A nation always demands pay for what it does for its people. When you are men and women, you must pay for what is being done for you to-day. Your debt will be very large. In the Great War your fathers, older brothers, and neighbors paid a costly price to keep the country safe for you. Many of them paid with their lives, others with their fortunes, their time, their brains. This is the way that a well-known writer[1] tried to explain to school pupils what this debt was and how it must be paid back (he wrote these words in 1917, when thousands of children in Europe were starving):

Girls and boys of America, you are the hope of the world! Asia cannot show your equal, nor Europe, nor Africa, nor South America. . . . You have clean, strong bodies, strong wills, alert minds, big hearts; . . . purity, chivalry, loyalty, imagination. I know nothing more wonderful in poetry or in life than some of you. At your best you are like new swords drawn for battle, keen and bright, fit for any high service under heaven. . . . Children are dying in Europe, starving, failing day by day, going off into thin air. And each little girl as she goes leaves her doll to her sister, and each little boy as he goes leaves his trumpet or his pocketknife to his brother; but their chance in life they leave to you. You who are ten, twelve, fifteen, sixteen, or seventeen now will probably not be closely touched by it all. Your brothers may go to fight; but you will stay at home and do — what?

[1] Hermann Hagedorn.

Using your "Chance in Life"

21. A "chance in life" means a chance to become a statesman, an artist, a physician, an inventor, or to do some other useful work. But how can a boy in America use the chance in life that a boy in Poland or Belgium left to him? This reads as if in some way he could lead two lives. It



An Attractive Corner in a Large City Schoolhouse

sounds impossible, but it is not. One of the most expert mining engineers that the United States ever had was asked one day to explain his success. A far-away look came into his eyes as he answered the question simply. "My father was a brilliant engineer. A great career was ahead of him, but when I was five years old he was struck down by fever. The day before he died he put his hand in mine and said, 'I'll have to leave my chance to you, son; don't

waste it.' As I grew up I firmly believed that I must do my own work and his too. I never wasted a moment, I never lost an opportunity to get ahead. I felt all the time that I was being pushed forward by some invisible power. The greatest pleasure that I had as a young man was when my employer said I was worth two ordinary assistants."

22. To use another person's chance as well as your own means to do your work a little better than you would otherwise do it. You cannot stop halfway to success. Even if you have no special talent and become, as most of you will, a maker of food or of clothing or of some other article of necessity or pleasure, you must try a little harder to have your work as perfect as possible. A "chance in life" also means a chance to serve your country.

23. How can an American boy help Poland, or France, or Belgium? Must he not work for his own country? He can and should do both. He must train himself to become a useful citizen of America and a useful citizen of the world. This is simpler than it sounds, for the right kind of American citizen will also be a world citizen. What is the "right kind" of American citizen? The preceding chapter has partly answered this question. All the later chapters will also help show what the right kind of American must be and do.

QUESTIONS AND PROBLEMS

1. When we speak of the "people" of a country, whom do we mean? 2. What do we mean by a "period" of history? 3. Explain what the title of this chapter means.

4. What did ancient people sometimes do with their children? 5. What would happen to parents in the United States

if they should do this? 6. Do you think that the United States does as much for its crippled and blind children as for its well children? 7. What could it do that it does not now do?

8. Tell one striking way in which Rome under Augustus Cæsar was different from the United States to-day. 9. Why should so busy and important a person as the president of 100,000,000 people bother to receive children callers?

10. During the spring and fall vacations hundreds of school pupils go to Washington. Tell about a large number who went from Ohio one year. 11. Has any member of your school been to Washington? If so, ask him to stand before the class and let you ask questions as to what he saw and did there.

12. An Indiana business man who gave a hundred dollars toward a trip to Washington for the boy who should raise the best potato crop on an acre of land called the money a "good investment." What do you think he meant?

13. Do you belong to any kind of garden or canning club? If so, write a letter of two hundred words addressed to the Secretary of Agriculture at Washington telling him how your club is helping the nation.

14. What is a proclamation? 15. What was the first children's proclamation ever issued in the United States? Be prepared to explain each sentence in this proclamation. 16. Tell two reasons why the President knew that the children would not fail him.

17. What was the Children's Crusade of the Middle Ages? 18. What is a crusade? Look up the word in a good dictionary. 19. Has there ever been a children's crusade in America? Explain your answer.

20. The text mentions one way in which the Boy Scouts helped the nation during the Great War. Do you know of any other way?

21. What is an agricultural census? 22. How could such a census be useful? 23. Tell about such a census in New York State. 24. Can you think of any kind of census that the pupils of your town or state could take?

25. What is a "flying squadron"? 26. Show how the killing of potato bugs by such a squadron might help a nation win a war.

27. A hundred years ago America was not a children's nation. Tell how the change has come about.

28. Name some of the things which the United States is doing for its children to-day. 29. Name ten books written to amuse or entertain boys and girls. 30. Do you read regularly any young people's magazine? Bring to class a copy of some boys' or girls' magazine that you like. Be prepared to write or to tell what kind of stories and descriptions the magazine publishes and why you like them.

31. Why do towns and cities spend large sums of money on playgrounds?

32. What is a debt? 33. What kind of debt do you owe your country? How can you pay it?

34. What did the writer mean when he said that "at your best you are like new swords drawn for battle, keen and bright, fit for any high service"? 35. What did he mean when he said that the boys and girls who died in Belgium left their chance to you? 36. Think over all that you know about Belgium or Poland or France. If in 1917 you had lived in the part of France that was ruined by the enemy, what would you have wanted someone in America to do for you? 37. Can you think of anything you could have done for these children?

38. What is the first task of the boy or the girl who wants to help both his own country and the oppressed countries of Europe?

CHAPTER VII

WHY WE HAVE SCHOOLS

Ten-Year-Old Boys are worth Two Thousand Dollars

1. William Farr, an Englishman, has figured out what boys in countries like England and the United States are worth in money. He found that some are worth only a few hundred dollars, some two thousand, some more than this, but that most ten-year-old boys are worth two thousand dollars.

2. It is not at first easy to see how any boy who perhaps has only thirty dollars' worth of clothes and not more than fifteen dollars' worth of footballs, bats, guns, jackknives, etc. can be such a valuable person. Even his clothes and footballs are not really his, for they probably were bought with his father's money. If he should leave school at ten and go to work, he could earn only a few dollars a week. So it is not what he can earn nor what he owns that makes him worth so much. What is it?

The Value of Pupils is a Future Value

3. Boys and girls are like uncultivated fields, which are only an expense until they have been prepared to produce something. Suppose that a piece of land is sold to a farmer for $1000. There is no house or building or garden on the place. As it stands it is worthless, but the farmer knows that if he gives the right care to the field he can make it pay for itself and earn a great deal of money for him. First

he plows it, then he buys fertilizer to work into the soil, and finally he plants potatoes. All this takes time and money. The first year he makes $300 over all his expenses, the second year $400, and by the third year the field has earned $1000 — what he paid for it. The field keeps on earning money for the farmer. He calls it a good investment.

4. The whole secret of the money value of a child seems to lie in the fact that some day with either his hands or his brains, or with both, he will be able to make shoes, or build houses, or run an engine, or paint pictures, or raise potatoes, or do some other useful work. In other words he has a future value as one of the world's workers. The pupils that are worth two thousand dollars to-day are the ones with healthy bodies who are in school learning how to solve problems and to write compositions. They are being prepared, as the field was, to produce something.

Education is Training

5. When a farmer prepares a field for use, we say he *cultivates* it. When a town or city prepares a boy and a girl to be useful, we say that they are being *trained*, or *educated*. Education, then, means simply *training*. An educated person is a trained person — a person prepared for life.

A Country's Workers are its Chief Wealth

6. No matter how much gold or silver or diamonds a nation may have, it is poor unless it has also hundreds of thousands of strong, capable thinkers and workers. On April 2, 1917, the United States Treasury had in its dark

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Getting an Education always means a Hard Climb

iron vaults in the city of Washington over $3,000,000,000 worth of gold, some of it in bars and the rest in coin. This was the largest amount of gold ever held by the Treasury at one time. Five years before only half as much was stored there, but the country was as rich and prosperous then as in 1917.

7. Gold is one form of wealth, but gold alone will not make a nation prosperous. Let us see why. If suddenly all the farmers, lawyers, school-teachers, all the weavers of cloth, the dressmakers, carpenters, masons, miners, fishermen, and the hundreds of other workers in the United States should be injured in such a way as to prevent them from ever working again, or if they should all move to South America to live, the United States would become a poor nation, no matter how much gold it had hidden away in Washington. It would have no one to make shoes, coats, houses; no one to mine coal or to raise vegetables and wheat. To be sure it could take the gold from the Treasury and buy shoes and food from England or South America, but this would soon be used up. Not until the children had grown to be the country's workers would prosperity again come to the United States.

Why we spend Large Sums of Money on Schools

8. The people then are more valuable than the nation's gold or silver. It is the men and women who pour out of the factories at five o'clock each night, who toil in the office, on the farm, and in the forest, who are the greatest *present* wealth of the United States. And it is the boys and girls who are its greatest *future* wealth. Because the nation

understands this, it spends millions of dollars every year on schools to make its children efficient workers in later years.

9. There are more schoolhouses in the United States than in any other country in the world. Every year our towns, counties, and cities spend over $550,000,000, or $35 per pupil, to give boys and girls a free public-school education.

One of America's Costly Schoolhouses

Why Schools are Necessary

10. Unless a boy and a girl have learned how to use their brains and their hands, they can have little value as workers. In some parts of China and Mexico a man can be hired to work all day for a few cents. This is because he has never learned to read or write and has never been trained to do any skilled work. He is actually worth only a few cents a day.

11. No better or quicker way of getting skilled hands and trained brains has yet been found than through the schools. Because Lincoln had only a year's schooling and

yet was probably this country's greatest citizen, some people have said, "Schools are not necessary." But Lincoln studied harder by himself than most boys do in school. Sometimes it was by the light of the open fire and sometimes by the light from a crack in the wall. All but four of our presidents spent many years in school; eighteen of them went to college.

All Famous Men and Women spent Many Years in Study

12. If you should make a list of ten of the men that you regard as the most famous Americans, you would find that they either went to school many years or studied for years by themselves. You may be interested in a list that one boy made out:

George Washington
Benjamin Franklin
Alexander Hamilton
Robert Fulton
Abraham Lincoln
Robert E. Lee
Ulysses S. Grant
Alexander Graham Bell
Thomas A. Edison
Woodrow Wilson

All of these men gave many years to hard study. The schools in Washington's time were poor, yet he attended school until he was sixteen and studied engineering, geometry, trigonometry, and surveying. It was not luck that made him a famous general and president. If he had not mastered geometry and surveying, he would not have been able to secure an appointment as county surveyor. If he had not

been made a surveyor, he might not have traveled the long distances over the mountains and become familiar with the forests. It was because he knew the forests so well that he succeeded when sent on an expedition against the French and Indians. This was when he was still young, but it gave him a reputation which later led to his appointment as head of all the American forces in the Revolutionary War.

13. The famous author of "Little Women" and "Jo's Boys" never attended a public school, but she had two of the best teachers in New England — her father, Bronson Alcott, and the well-known author Thoreau. She studied many years with them, and for sixteen years before she began to succeed as an author she practiced writing by herself. She gave herself the hardest kind of training, and finally won success because she never stopped learning and practicing.

Three of our Famous Presidents

14. Abraham Lincoln was a famous lawyer before he became a famous president. But before he became either he was merely a hard-working, hard-studying boy. Read any of the speeches or proclamations that Washington, Lincoln, Wilson wrote and see if you think a person could have written these if he had not spent years in studying men and books. Abraham Lincoln's Gettysburg Speech and Woodrow Wilson's war speeches and messages have been translated into almost every language and will be read as long as America is known. The sentences of these famous compositions are so simple that anyone can understand them, but only a person who had studied diligently could have written them.

The Schools give an Equal Chance to All

15. Neither the parents nor the towns can tell how valuable a man and woman each boy and girl will become, so

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This Man stopped Studying when Twelve Years Old

all are treated as if they might some day be president of the United States or the "first lady of the land." Perhaps some boy who is just beginning the study of chemistry in the high school will, many years from now, make an

important discovery that will benefit the whole world. Many men have spent their lives searching for a cure for that most dreaded disease, cancer. No one has yet succeeded,

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This Man studied Hard for Nineteen Years

but in some schoolroom to-day there may be a boy still in knee trousers who will keep on into the high school, from high school will go to college, from college will go to medical school, and then after years of patient search will make the great discovery for which the world is anxiously waiting.

16. The Virginia schoolmaster who, a hundred years ago, taught Cyrus H. McCormick how to multiply mixed fractions probably never dreamed that one day his pupil would invent the reaper and become one of the world's great inventors and manufacturers. When, more than thirty years ago, Herbert C. Hoover was a quiet Iowa schoolboy, no one knew that he would save a nation from starvation. Yet in 1914 he saved Belgium, and in 1917 helped the United States feed half the world. Thousands of other American boys were studying fractions and history at the same time that McCormick and Hoover were studying them. It cost a great deal of money to provide school buildings and teachers for them all. Few of these schoolboys became famous, yet it paid to give each one the best possible training. The services which men like Hoover and McCormick have rendered to the world have paid, many times over, for every dollar spent on the schools.

Our Schools help build Bridges and Railways

17. For every large bridge, building, railroad, and dam that we make, scores and hundreds of young men have had to spend months with pencil and paper figuring, figuring, figuring. Without the schools behind them the bridge, the railroad, the dam would be impossible. Most of the two thousand men who did the planning and other skilled work on the great Roosevelt Dam in Arizona (which stores up water by which miles of desert are being transformed into gardens and orchards) were school-trained. The hundreds of young civil and electrical engineers that the United States sent to France in 1917, to build railroads

and power stations in the section which the Germans had devastated, had all spent at least fifteen years in schools of some kind.

18. On September 16, 1917, a hundred reporters from the large newspapers in Canada and the United States were sent to Quebec. Before daylight the next morning these men had left their hotels and stood waiting with thousands of others on the bank of the St. Lawrence River. All eyes were turned toward sixty-five thousand tons of iron that

Without the Schools the Great Bridges would not be Built

had been wrought into a huge span to form the center of a monster bridge which was to cross the St. Lawrence River. This lay on six heavy steel scows. At a given signal huge machines slowly started to raise this mass of iron. At twelve o'clock the reporters telegraphed their papers that it had been moved eight feet. When night fell, the iron still hung in mid-air. Not until noon of the next day was the news flashed over the wires that the span was finally in place. Hundreds of men in both the United States and Canada had worked for years on this bridge, which is one of the largest in the world.

19. One of the men who helped build the bridge had spent nineteen years in school in the United States — seven years in grammar school, four years in high school, four years in college, four years in the Massachusetts Institute of Technology. He was paid a salary of eight thousand dollars a year, although he was still a young man. When someone asked him what studies had most helped him to gain success he said: "In my position I must be able to figure speedily and with absolute accuracy. Not a minute that I ever spent over arithmetic, algebra, and geometry was wasted. Why, see here," and he pointed to a pile of sheets of paper as thick as a Webster's Unabridged Dictionary, "one single example covers twenty-five sheets and probably has about fifty thousand figures. This whole pile represents only one truss of the bridge. Any boy who wants to build with his hands or plan buildings of any kind must keep at his figures."

Our public schools offer to every boy the same start that this young man had.

Useful Citizens more Necessary than Famous Men and Women

20. The world needs few famous men, but it must have millions of useful citizens. The woman who can keep house without wastefulness and can make a home happy and efficient, the man who can make his soil yield the largest possible crops — such men and women are the ones on whom the prosperity of the nation depends.

21. All that the nation asks of its school pupils is that each train himself to do his best. The "best" of one boy will be to become a skilled locomotive engineer, who with

clear brain and steady hand will guide long trains of precious freight through wind and rain and sleet, never faltering, never shirking. Another boy's "best" will be to learn to use carpenter's tools and to build houses that are as stanch as faithful work can make them. The "best" of

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The "Best" of One Boy will be to become a Skilled Engineer

one girl may be to send messages swiftly and accurately over the telegraph wires; another girl will do her "best" by cheerfully selling thread at a counter. The motto that might well be written over the door of every schoolroom in the land is, "Prepare here to do your best, however humble that may be."

22. It is no wonder, then, that even the smallest town in Arizona says, "We will give all of our three hundred children

the same teachers, the same books, the same chance." The great city of New York says, "We will give our eight hundred thousand children — no matter in what part of the city they live, no matter how rich or how poor they are, no matter who their fathers and mothers are — the same large school buildings, the same teachers, the same books, the same chance."

Our Schools are Compulsory

23. Not only are the public schools in every town and city free to all children but parents are obliged to send their children to school. The reason for this is to give everybody the same chance to succeed. Some fathers might think they were too poor to send their children to school. Others might think that because they had wealth their children would not need to learn arithmetic and history. But the people who make the laws know that neither ignorant poor boys nor ignorant rich boys ever become useful or successful. Most of the states now have laws requiring parents to send their children to either public or private schools or to teach them at home. In one state a fine of fifty dollars and thirty days in jail is the penalty for disobeying this law.

QUESTIONS AND PROBLEMS

1. Not all ten-year-old boys are worth $2000. It is only the *average* boy. This means that some boys are worth more than $2000, some less. Describe an eighth-grade boy or girl who, you think, is worth only $500 and one that is worth $3000.

2. If the average ten-year-old boy is worth $2000, and the average twenty-year-old young man is worth $4000, about how much is the average fifteen-year-old boy worth?

3. The example which Mr. Farr worked out applied only to boys. But in a country like the United States, England, or France girls have the same value as boys if they have the same training. Suppose that from the grammar school a girl goes to the high school, and from the high school to a hospital to learn nursing. At twenty-four she is a trained nurse capable of earning $25 a week. She is a useful citizen because she not only can support herself but can lessen some of the suffering in the world and perhaps save many lives. Suppose that another girl goes to the same grammar school and graduates from the same high school. Her father is wealthy, so she spends her time going to the theater, making calls, buying and planning clothes. She cannot cook or sew or run a typewriter or do any useful thing. She is valueless so far as the world's work is concerned. How much do you think the two girls were worth at ten years of age? Why?

4. If girls want to be as valuable to the nation as boys, what must they do? How do the schools help them?

5. Explain how boys and girls have a present value and a future value. 6. What is education?

7. South Africa has the richest diamond mines in the world. The United States has not a single diamond mine, yet it is a wealthier country than South Africa. Why?

8. What is the greatest wealth of the United States? Explain your answer.

9. How can a boy or a girl get trained brains and hands?

10. (1) Consult a life of one of these men — George Washington, Benjamin Franklin, Horace Greeley — and find out what books they studied. (2) Do you think it would have been easier to study books like these alone or in school with a teacher and classmates? Why? (3) How can a teacher or a classmate help you study arithmetic? history? English composition? French?

11. How did George Washington's schooling help him to succeed? Ask your father or some other man how his education has helped him.

12. Who are the three men and three women that you most admire? Find out (1) how long each one went to school; (2) how much studying each had to do by himself or herself.

13. The persons who have mastered the English language write so clearly and simply that all can understand their meaning. One of the most perfect English compositions ever written is given below. Learn this so that you can recite it. Have you mastered the power to think and the ability to write so that you could write such a composition?

LINCOLN'S GETTYSBURG ADDRESS

(Delivered at the Dedication of the National Cemetery November 19, 1863)

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here

have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

14. Make and bring to class a list of your weak points in oral and written composition. Against each one write what you should do to overcome these weaknesses. Here are the failings of one eighth-grade pupil:

1. Misspells many common words.
2. Uses too few different words.
3. Often does not make the thought clear.
4. Has too few ideas.

15. On a farm in Wisconsin there were two boys and one girl. The father was dead. The mother wanted all the children to have a high-school education, but this was impossible, for they were poor. So she told them that they must decide which one should be sent away to school. The girl who was twelve and the boy who was ten decided that the brother who was fourteen should be the one to have the chance.

(1) Study the picture on page 95 and write a short composition called "Sacrifice"; or (2) write a short story telling how, when the fourteen-year-old boy became a man, he repaid his younger brother and sister for the chance that they gave him.

16. The newsboys of a large city have formed a club and have a clubhouse of their own. Every year they send one of their members to college and pay all his expenses. (1) Why do you suppose that boys who stand on street corners selling papers from morning until night in all kinds of weather

want to help pay for a college education for some other boy? (2) Imagine that you are a newsboy at one of the entrances of the New York Subway. You sell papers to bankers, brokers, clerks, bookkeepers, stenographers, as they hurry home from work. Some of the men you admire and envy. Others you do not. Write an imaginary description of some of the men that you admire, and explain why you respect and like them.

17. Explain how a boy could spend nineteen profitable years in school.

18. What occupation do you expect to engage in? Find out what studies will help you prepare for it, and how many years this preparation will take.

19. Why do we not send only the brightest children to school?

20. Most states have what is called a compulsory school-attendance law. What does this mean? 21. What is the school law of your state?

22. What happens in your town if parents fail to send their children to school?

CHAPTER VIII

MAKING THE UNITED STATES SAFE FOR CHILDREN

A City's Streets without Children

1. One day a stranger in an Eastern city was oppressed by the strange silence of its streets. There was the usual rumble of cars and mills, but something was wrong. Then he began to notice that while he passed little tots and babies in mothers' arms, he had seen no other boys and girls. Did the city have no children? It was Saturday, and the yards should have been full of romping, shouting boys and girls. Finally he stopped a bent old woman and asked her where the children were. The woman shook her head and pointed to a great mill near by — and then the stranger knew. Ten-year-old boys and girls were standing by huge, swiftly moving looms, helping to make cotton cloth for other boys and girls in other towns and cities to wear.

The Children of the Mills

2. The man waited until the whistles blew. He stood by the great gate as men, women, and children — hundreds of them — came wearily out of the mill. He tried to talk with some of the children. One little girl, who was not quite eleven, told with pitiful pride that she had "worked two years and never missed a day."

3. In Philadelphia, many years ago, during a strike the factory workers paraded the streets. Hundreds of men and women tramped shoulder to shoulder bearing huge banners. The onlookers watched in silence until a special group of the strikers came in sight. Business men rubbed their eyes, women shoppers gasped, for there in the great city of William Penn and Benjamin Franklin were mere children, boys and girls, who should have been at home or in school, marching side by side and carrying banners which read:

> WE WANT TO GO TO SCHOOL

Most of the people of Philadelphia never dreamed that children were wasting their childhood and health in the mills of their city. Children were supposed to go to school. What were they doing in the mills?

4. Investigations were made in Philadelphia and in other mill cities, and the people learned to their amazement that thousands of the country's mill workers were children. In some cases boys of school age were even working in mills all night. In the coal-mining section children were found who had never been inside a school and were working ten hours a day to earn fifty or sixty cents. Somebody asked one of the breaker boys if he knew about God. "God?" he said. "God? No, I don't. He must work in some other mine."

5. At one time the cigar factories of two of the Eastern states were nicknamed "kindergartens" because they employed so many little children. Even in New York State, the state in which the Statue of Liberty holds aloft its great torch of welcome, children of seven and eight years were found

working at two o'clock in the morning in vegetable-canning factories. One little fellow in a carpet factory was so saturated with dye that his stomach and chest were stained a deep, rich crimson, which soap and water would not wash away.

The Declaration of Independence and Children in the Mills

6. The manager of a cotton mill even dared to insult the Stars and Stripes by posting this notice:

> All parents employed in this mill who have children twelve years old and over shall require them to work regularly in this mill. Children shall not be excused from service therein without the consent of the superintendent for good cause.

This notice meant that the men and women who worked in that factory could not send their children to a trade school or a high school, and could not let them stay at home to read and play. They must send them to the factory to work ten hours a day. This was making industrial slaves of both children and parents. But the people were poor, and many of them were ignorant, so they brought their children to the mill.

7. One day a man from the Department of Education at Washington visited this town. He watched the people pour out of the mill at night. He saw some of the twelve-year-old girls curl up on the grass near the factory, too tired even to crawl home to bed. He saw a thirteen-year-old boy with dazed eyes walk in front of a swiftly moving automobile. With others he followed to the hospital where they carried the boy. In answer to the nurse's question whether he did not see the automobile, the little fellow said, "I guess I must have been asleep." It was true. The

boy was so frail that the long hours in the deadly noise and heat of the mill had stupefied both brain and body.

Carrying Home the Day's Work
He ought to be in school

8. The man from Washington went to his hotel and wrote these words in big, bold letters:

> We hold these truths to be self-evident: — That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.

The next day he went to the manager, pointed to the large placard requiring parents to bring their children to the factory to work, then handed him the sheet of paper on which he had written the words above. The manager in a rude and sneering voice said: "I suppose you are a clergyman and this is the kind of stuff you preach. But it won't go here."

9. "This *stuff*, as you call it," replied the stranger, "is a part of the Declaration of Independence. In this very state men

have fought and died to give to the men, women, and children life, liberty, and happiness. The nation has been slow to learn about men like you, but you cannot longer deprive the children of the poor of the same opportunity to go to school, to play games, to build up healthy bodies, that your children have."

10. The notice no longer hangs on the walls of this factory. There is now in the town a trade school which teaches carpentry, wood-turning, metal-working, dress-making, and millinery. The children no longer work in the mill. They are at last having the same chance that the boys and girls in every town and state are supposed to have to "life, liberty, and the pursuit of happiness."

An Army of Children Workers

11. If we read that such things occurred in China or Russia or some other far-away country which had never had a George Washington or an Abraham Lincoln, we should not think it strange. We should pity the people who lived in those countries. But to know that these things were taking place in the United States, the home of liberty, made the patriotic men and women blush for shame. According to the latest census there were over seven hundred thousand children under sixteen years of age working in the mines, mills, factories, and sweatshops of the United States.

Why Some Mills employ Children

12. We have already learned that there are more schoolhouses in the United States than in any other country of the world and that all parents, rich and poor, are supposed to send their children to school. Then how did it happen

that seven hundred thousand children of school age were not in school? There are, unfortunately, many men in the United States who are not true Americans. Often they are only thoughtless or ignorant, but sometimes they are wholly selfish. Some of these men own factories or stores in which hundreds of workers are required. Since children are usually eager to earn money and will work for small wages, these employers have sometimes hired boys and girls who should have been in school.

Long Hours in the Cotton Factory will not make Strong Bodies

Why Some Parents let their Children work in the Mills

13. But even if there are some men unpatriotic enough to hire children for factory work, why do fathers and mothers let their children spend the best years of their lives in the mills?

14. Many of the fathers and mothers of factory children are ignorant and very poor. Some of them have come from countries across the water. They do not know our laws and

cannot speak our language. One boy, who came with his parents from Armenia, worked in a New England cotton mill for six years before he even heard that there were free public schools in this country. These poor people ruin the health and the chances of their children through ignorance. Many of them do not know that education is for poor and rich alike. When a fourteen-year-old mill boy asked his father if he might go to school, the man answered: "Go to school! What are you bothering me about school for? Education 's only for them that are learning to be gentlemen. You 're a poor lad, and must be thinking more about getting to work."

15. It is not to be wondered at that many foreigners think schooling is not for their children. In some of the countries from which our immigrants come only the children of the rich are educated. The father who said that education is only for those that are learning to be gentlemen told only half the truth. Education is for those who want to become gentlemen, but in America the poorest man is the same kind of gentleman that the richest man is, if he has had the same education.

Congress and Children Workers

16. It is part of the business of the Congress at Washington to see that all the states are treated alike. When the Congressmen realized that one state sent all its children to school, while another state sent only the children of prosperous families, they said, "We must change this." They began to ask what the matter was, and found that the states which allowed little children to work in mills had the fewest children in school. They found that ignorant fathers and mothers

sent their children to the mill instead of to school. They decided that the nation ought to have a law like this:

No child under sixteen can legally be employed in any mine or quarry at any time; no child under fourteen can legally be employed at any time and no child under sixteen more than eight hours in any workday, more than six days in any week, or before six A.M. or after seven P.M. in any mill, cannery, workshop, factory, or manufacturing establishment.

Girls of this Age ought to be in High School or in a Vocational School

Two Reasons why Children should not work in the Mills

17. There are two reasons why the United States should make it unlawful for any factory to hire children under fourteen. One, which we have already mentioned, is that the people in America want the poor man's children to have the same chance to get an education that the rich man's children have. America wants the son of a mill *worker* to learn the same lessons in school that the son of a mill *owner* learns. Then both boys can make their way in the world, for money cannot buy brains. The rich boy can get trained brains only in the same way that the poor boy gets them — by spending years in study.

18. But there is another reason. The body of a boy or a girl is not strong like that of a man or woman. The bones and muscles are still growing, and so are the lungs and heart and other organs. If a man works hard nine hours a day, at night he is tired, but with rest and sleep he will be in good condition the next day. But if young boys and girls

The Kind of Work that helps the Body

do the same kind of hard work nine hours a day, their bodies will suffer. Young bodies, like young plants, need to be protected. They need play, plenty of fresh air, and rest. If children are overworked and are not well fed, they become sickly, ailing men and women. There is altogether too much sickness in the world now. Sickly men cannot defend their country in time of war, neither are they likely to become good business men or good workers of any kind in times of peace.

19. One poor man objected to taking his three children out of the factory. He said he wanted them to work there until they could save enough money to go to school. The school superintendent explained that it would probably be too late then. They would find they could not learn their lessons. If a growing boy's heart has been overworked during long years in the mill, it will not supply the necessary amount of blood to the brain. No one can study well if the blood is thin and watery from lack of right food, or if the heart is too weak to pump a full supply of blood to the brain.

20. There are, however, many wholesome kinds of work that young people can do before and after school, on Saturdays, and during the long summer vacations. Any work that can be done out of doors or in a light, sunny room will not injure a healthy boy or girl if the hours are not too long and if the body is not put under a heavy strain.

Schooling Pays

21. The United States, by trying to keep children out of mills until they are fourteen, is helping them build up strong bodies. Parents, by keeping their children in school, are helping make them successful wage-earners in later years. The poor man who grumbles at having to send his children to school probably does not know that every year they stay in school will add dollars to their pockets in the future. A recent investigation showed these facts:

Every day spent in school paid the child nine dollars.

Uneducated laborers earned an average of $500 per year for forty years, a total of $20,000.

High-school graduates earned an average of $1000 per year for forty years, a total of $40,000

This education required 12 years of schooling of 180 days each, a total of 2160 days in school.

If 2160 days at school add $20,000 to the income for life, then each day at school adds $9.02.

The child who stayed out of school to earn less than nine dollars a day was losing money, not making money.

QUESTIONS AND PROBLEMS

1. Tell about an Eastern city that had no children playing in its streets.

2. What is meant by *children of the mills*? 3. Why were certain factories once nicknamed "kindergartens"?

4. The factory superintendent who posted a notice requiring parents to make their children work in the mill had no right to do this. Why, then, did he dare to?

5. Write a short composition in two parts. Let the title of the first part be "One Day in School" and that of the second be "One Day in the Mill." For the first part write what you actually did in school and on the playground on a certain day. For the second part imagine what it would be to work in a cotton mill from seven in the morning till five at night. Write your experience for such an imaginary day.

6. Write in your own words the sentence that the man from Washington showed to the factory superintendent.

7. When was the Declaration of Independence written? Why was it written? You will find the answers to these questions in your history.

8. When is a child a "slave"? 9. How many children "slaves" were there in the United States at one time?

10. Why have business men and factory owners sometimes employed young children as workers?

11. Why do parents let their children work in mills?

12. Explain why education is for the poor as well as for the rich.

13. What is a true gentleman? 14. Explain how a governor and a factory worker may be exactly the same kind of gentleman.

15. Does your state have a child-labor law? If so, what is it? If you cannot find this out in any other way, write to your senator or representative. 16. What kind of law should Congress pass?

17. Children who work for years in factories are seldom strong, well men and women. Why is this?

18. Hard work in itself is not harmful. Explain the difference between the kind of work that helps a young person grow strong and the kind that injures the body.

19. Explain how boys and girls who belong to potato (or other agricultural) clubs can get the right mixture of work and play.

20. If you have had a small vegetable garden of your own, tell (1) how many hours a day you spent on it, (2) what play or recreation you had each day, (3) whether you gained in health.

21. Prove that it pays even poor parents to keep their children in school. Be prepared to go to the board and prove this by an example in arithmetic.

22. Make a list of the different industries in your town or city. If there are factories, find out what these make and what kind of workers they need. 23. Shall you go into a factory when you have finished school? If so, tell what your first work will be and whether there is a chance to "climb."

CHAPTER IX

HOW THINGS COME ABOUT

Who looks out for the Schools?

1. How does it happen that on the first or second Monday in September, when millions of boys and girls turn their backs on vacation and start for school, they find the school doors open, a teacher in each room, the principal in his office, piles of books waiting to be distributed, clean floors and walls? How do the teachers know what to teach or the length of lessons to give out? Why must the seventh-grade teacher teach arithmetic whether she wants to or not?

2. To have desks, books, and teachers ready for about twenty million boys and girls early in September each year means an enormous amount of work for somebody. Who saw to it that the winter's coal was put in the school cellar before cold weather came? Who decided that a row of trees should be planted back of the schoolhouse?

The World seems Mysterious

3. When you stop to wonder about such things the world seems very mysterious. The seven-o'clock whistles always blow at seven. The four-o'clock mail comes in every week day. Day or night you can take up the telephone receiver and a voice out of the silence will speak to you. On any day you can go to the nearest telegraph station, write ten words on a yellow slip of paper, and in a few hours a friend

three thousand miles away will read those ten words on another slip of yellow paper.

4. In Washington's time there were few schoolhouses, few teachers, few books. There were no factories, no great stores, no automobiles, no express trains, no fast steamers.

Who looks out for the Schools?

Washington could not travel much faster by horse than Moses could by camel several thousand years before. By what magic have schoolhouses, express trains, and the other thousands of luxuries and comforts sprung up so quickly?

Wonderful Things do not "Happen"

5. All these conveniences have not "happened." Only in fairy tales do wonderful things drop down from the sky or spring up from the earth. The secret of these mysteries lies in two words — inventions and organizations.

How our Inventors help make the World Wonderful

6. The United States has been fortunate in its inventors. Few of us can realize how much we owe to the men who, in quiet attics or secluded laboratories, have worked for days at a time without food or sleep. Often for years they have had only failure to spur them on — and then have given us the electric light, the telephone, the typewriter, and the thousands of other devices that save us time and add to our comfort and safety. Hundreds of inventions have made it possible to give to school children textbooks that are works of art. But inventions alone will not make life pleasanter for us.

Inventions without Organizations are Valueless

7. No matter how wonderful an invention is, without an organization to help manufacture and sell it, it is valueless. Alexander Graham Bell discovered that the human voice could be carried over a wire. This was one of the events of the nineteenth century, but no one would have benefited from this invention if a group of men had not formed an organization to promote it. Money had to be raised to build factories to make the delicate telephone instruments necessary for sending and receiving messages. Workers had to be trained. Business men had to be shown the value of telephones in their factories and offices. All this could be done only through the combined work of many people — an organization.

8. Whenever a special thing needs to be done, whether it is making thousands of shoes in a factory, or cleaning up the back yards of a town, or helping buy clothes and food for Belgian orphans, there must be a definite plan of what to do and how to do it. Then there must be a group of

people to carry out the plan. This, then, is organization — a definite plan of something to be done plus a group of people to carry out the plan.

9. Most of the comforts and luxuries and even necessities that surround you come through some *company* or *association*, which are only other names for organization. The only reason that you can step onto a train in New York, eat luxurious meals, read in comfort, sleep in comfort, and two days later find yourself in St. Louis is because the railroad is an efficient organization. Perhaps a railroad employs fifty thousand men, but the work of each man is carefully planned out. Nothing is left to chance.

Each School is an Organization

10. Organization is the secret of our schools to-day. As in the case of the railroad, nothing is left to chance. Every town has a school board or school committee. One of the members of this board is chairman, or leader, and calls the others together to make necessary plans. It is usually the work of this board to see that teachers are hired, that school buildings are in good condition, and that janitors understand when the schools are to be opened. They plan how to spend the money which the town allots them for school purposes. The exact length of each term and what new books to buy are decided before the schools open. In large towns and cities and in country sections where people are widely scattered, the school board employs a superintendent to do much of the work. It is often he who chooses the teachers and plans the course of study. Every person connected with the schools — from the janitor to the members of the school board — is a part of an organization.

The Schools are Part of a Larger Organization

11. The schools are only one organized part of a much larger organization, and that is the town or city or county. Did you know that even if you tried you could not help being a part of an organization? Every church, factory, store, and shop is an organization. Even if you do not go to school and do not work with others, you are a part of the town or city in which you live. Every town, county, borough, parish, and city is an organization. All these are parts of the state, which is a still bigger organization. The better your town or county is organized, the better are your streets, your schools, your homes, and the safer and more comfortable you are likely to be. If your community has no road commissioner or street department, the automobiles avoid your section. If you have a poorly organized board of health, the best families will wish to move away. A school department that is not well organized will hurt any community.

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Repairers of Roadbeds — a Part of a Railroad Organization

12. A town or city that is well organized will have

A school department
A fire department
A police department
A board of health
A street department
A board of charities

and probably many others, although these names may not exactly correspond in your town or city. Each of these is a separate but necessary part of the town organization.

Organizations add to our Comfort

13. Of course people could live without school boards, electric-light companies, and factories; in other words, we could live without organizations. We could even live without streets or roads, far from neighbors, without railroads and post offices. But who would want to? This would mean turning the clock of progress back hundreds of years. The more advanced a nation or a community is, the more thoroughly it is organized. Less than a hundred years ago men had to do for themselves what is done to-day by either the town or some other organization. The following is part of a diary kept by a man who lived in Illinois years ago, before many of our most helpful inventions had been made and before towns were as well organized as they are to-day:

September 28, 1838. Hunted deer. . . . Worked at shoemaking. . . . Made a coffin for H. Dougherty. . . . Plastered my house. . . . Dressed pig and calves torn by the wolves. . . . Dug a well. . . . Corn half destroyed by blackbirds. . . . Set out shade trees. Read Cowper. . . . Took up a bee tree to

hive for honey. . . . Hunted deer. Snow a foot deep. . . . Hunted a panther. Went to a bridge-raising.

February 18, 1839. Began to read the *Western Messenger*. Made a back kitchen. . . . Hewed timber for a barn. . . . Made a wagon. . . . Made a cheese-press. . . . Studied algebra. . . . Made a sundial. . . . Sat on a jury. . . . Helped to make a post office.

Bad Roads mean a Poorly Organized Town or County

14. Just to get the bare necessities of life took most of this man's time. He would have had no time for lectures, music, theater, vacation trips, even if these pleasures and recreations had been possible. The great difference between to-day and fifty or seventy years ago is that, because of recent inventions and better organizations, to earn a living does not now take every minute of a person's time. Factories make shoes, bridge builders build bridges, carpenters make kitchens, wagon builders make wagons. In other words, men's time and labor are organized. We have time

to hear music, to visit our friends, to hunt for beautiful things, to travel by train and by boat to distant parts of the world.

15. Even play can be organized. One reason why baseball and football are favorite games with every real boy is because they are organized games. The players do not run

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Field Hockey — an Organized Game

around aimlessly. Each boy has a certain thing to do in a certain way and at a certain moment. Football, basket ball, hockey, all are organized games. The school picnic that brings the most pleasure to the largest number is the one that is carefully planned out. There is a committee to decide the time and the place, another to see about lunches, another about games, and so on. This means hard work for certain persons but a great deal of pleasure for many others.

The Most Important Organization of All

16. The most important organization is that of the nation itself. Probably the greatest single event in the history of the United States was the organizing of the thirteen colonies into a nation. In 1787 fifty-five men — some of them world-famous, many of them almost unknown then and forgotten to-day — gathered in Philadelphia to do this difficult piece of work. It is a simple matter for a small group of pupils to organize a garden club or for a group of men to organize a business, but to organize a nation was a stupendous task. For four months these men met almost daily, talking, arguing, planning. What kind of congress should they have? How much power should the president have? Should he serve as long as he lived or for only a short time? These and hundreds of other questions had to be decided.

17. Sometimes it seemed as if these men would fail in their undertaking. But Washington, Hamilton, Franklin, Madison, and the other far-seeing statesmen knew that organization meant strength, and that only a strong nation could live through the struggles that it must meet. At last their work was finished. It takes only about ten pages of print to express in words the result of this famous meeting, but these few pages are to-day the chart and guide of over a hundred million people. We call the chart the Constitution of the United States.

18. When, every four years, the people choose a new president, when, every two years, they send representatives to Washington, when the president appoints a justice to the Supreme Court, when Congress votes a war tax, they are simply carrying out the plan of the Constitution.

QUESTIONS AND PROBLEMS

1. How many of the questions asked in the first two paragraphs of this chapter can you answer?

2. Compare a village or city of to-day with one in the time of Washington. Take your own town if possible. Perhaps someone has written the history of it; see if there is such a book in your library. 3. How do you explain the differences that you find?

4. Make a list of the conveniences and luxuries in your home — such as electric lights, gaslights, hot-water tank, set tubs, aluminum kettles and dishes, egg beater, refrigerator, wire screens, spring beds, etc. These are only a few of the inventions that have been made in recent years. 5. Choose one of these conveniences as the subject of a composition. Find out all that you can about it: how it is made, who invented it, who manufactured it, how it gets from the factory to you, etc. You may have to consult several people to get this information — perhaps your electrician, your storekeeper, or your plumber.

6. Suppose that you have invented a new kind of sewing machine. What must be done in order to get your invention into thousands of homes?

7. Explain as fully as possible the meaning of the words "invention" and "organization." 8. Give five examples of organizations.

9. Find out all that you can about the school organization of your city or town. Your father and mother can give you some help, but perhaps you will have to consult your town report also. You will want to find answers to these and other related questions. Do you have a school board? a superintendent? How are they chosen? What are their duties? How long do they serve? Who appoints the school principals? Who hires the janitors? Who decides what you shall study?

10. Of what larger organization is your local school department a part? 11. Tell how many departments or bureaus or boards your town has and what is the work of each.

12. Explain how organizations save time and add to our pleasure. 13. How many of the things which the man in Illinois did in 1838 and 1839 would be done by one person to-day? Keeping this man in mind, tell how inventions have helped us to organize our towns more completely.

14. Can you explain the difference between play that is organized and play that is not?

15. Do you belong to the Boy Scouts or the Girl Scouts, or to any club of any kind? If you do, describe this organization — tell what the purpose of it is, what officers it has, what work these have to do, etc.

16. Consult your textbook of American history and tell how this nation was organized.

17. The states are separate organized parts of the nation. Tell about the state organization (see Appendix, p. 378).

18. One kind of organization that we hear much of is the political party. The Republican, the Democratic, and all other parties are merely organizations to help choose our president, governors, and representatives of various kinds. How can such an organization be a help to the people?

19. It has been proved beyond dispute that organization means greater comfort and greater efficiency; but evil and ignorance can also be organized. Any organization that oppresses or injures honest men cannot long exist under the Stars and Stripes. Can you name several organizations that do not have in them the spirit of liberty?

CHAPTER X

REPRESENTATIVE GOVERNMENT

When Boston Schoolboys sent Representatives to a British General

1. Before the Revolutionary War a regiment of British troops was quartered in Boston. Some of these soldiers greatly angered the Boston schoolboys by destroying the snowslides which they had built from Beacon Hill to the frog pond on the Common. The boys would rebuild the slides, but the next day would find them destroyed again. This went on for several weeks. Finally they called a meeting and appointed a committee to go to General Gage, the British commander in chief.

"Did your fathers send you here?" asked the general, indignantly.

"No, sir," answered the tallest boy. "The boys sent us to demand that your men stop destroying our snowslides. They have no right to interfere with our play."

So well did the boy argue his case that the general gave orders that the snowslides should not again be disturbed. The boys who took part in this incident of more than one hundred years ago did not know that they were showing how the American nation would one day govern itself.

2. Every Boston boy who played on the Common was indignant and wanted to go to General Gage. But not all the boys could go, and if they had gone, not all of them

could have talked to the general. So they chose a committee to *represent* them. This committee chose the tallest boy among them to *represent* them and do the talking. All the boys were indignant. All of them wanted to appeal to the general. They all *did* appeal to the general through a committee.

When a Schoolgirl represented Fifty Thousand Children

3. When the great French general, Marshal Joffre, visited the United States in 1917, the school children of one city presented him with a large sum of money to be spent for the French orphans whose fathers had died in the war. Thousands of pupils gave dimes and dollars, but not all of them could see Joffre. Even if all the children could have appeared before him, there would not have been time for each pupil to present his gift. So the mayor's daughter was chosen to represent them. After the great parade this ten-year-old schoolgirl, standing on a raised platform in a park, made a short speech and gave the money to Joffre. The general understood that the girl represented all the pupils, even those who had contributed only five cents.

Different Kinds of Representatives

4. When a large number of people want a thing done, it saves time and trouble to have one or two persons act for all. This is the way that we manage our schools, our towns, cities, states, and even the nation.

5. All nations are ruled by representatives. The only difference is that in some countries, as in the United States, the representatives represent the people, and in others, as in Japan, they represent only a small group of people.

6. Because the American people choose their own representatives, their government is called a democracy, which is simply a short way of saying "rule of the people" (*demo* stands for "people" and *cracy* for "rule").

7. The people who are governed by their own representatives are happier and braver than those who are governed by the representatives of a king or emperor or a small group of people. Later we shall see why. Now we shall see how the different states govern themselves.

The State Capitols

8. There are forty-nine capitols in the United States. One of these is the national capitol at Washington; the other forty-eight are state capitols, one in each state. Most of these are magnificent buildings of stone or marble, which cost a great deal of money. In the state capitols the governor and principal state officials have offices. These offices are used all the time, but one part of the capitol is in use only on certain occasions. This part is the most important of all. It consists of the rooms of the senate and the house of representatives.[1] In these rooms the business of the people is attended to.

The Business of the People

9. At certain times the men who are to attend to the people's business come to the capitol from every part of the state. For several weeks and sometimes months they meet

[1] In New York State this is called the *assembly*. In several states it is called the *house of delegates*. For convenience we shall usually refer to it as the house of representatives.

Where the Affairs of over a Hundred Million People are attended to

in these special rooms of the capitol. Perhaps a large number of factory workers in the state have been on a strike, trying to get shorter hours of labor; perhaps there has been an epidemic of typhoid fever which the people think is due to poor milk laws. Or there may have been a great many forest fires started by sparks from steam engines. All such matters as these are the business of the people. It is these things that are discussed at the capitol.

Who attends to the Business of the People?

10. But while all the people are interested in these things, they cannot all go to the capitol. Most men are too busy with their work, so they send someone to represent them, just as the Boston schoolboys sent a representative to General Gage. Some of the men who are sent to the capitol to represent the hundreds of others who stay at home are called senators, the others are called representatives.[1] But whatever they are called, each one represents a group of people in some part of the state. At home each man attends to his own business; at the capitol he attends to the people's business.

Making a Law

11. The senators meet in one room, and the representatives in another. The work that they do is called *making laws.* Each senator and representative has a printed list of the matters that are to be discussed. When the senators finally decide that a certain law should be passed, they refer it to the representatives. The representatives likewise refer all

[1] In some states the representatives are called *assemblymen* and in others *delegates.* Here we shall refer to them as representatives.

their decisions to the senators. Then if both groups of men agree that a law should be passed, it is sent (in all but two states) to the governor to approve. His approval is the final step in making the law.

12. One year in Wisconsin a large number of the people thought that many girls and women wage-earners were not paid enough. Clerks in certain stores were paid only five dollars a week, and in many factories women worked nine hours a day for six days in the week and still were not receiving a living wage. So when the senators and assemblymen met at the capitol one of the questions they discussed was: What is the smallest wage that a woman or girl ought to get for satisfactory work? They finally decided that employers should be required to pay every competent woman worker at least a living wage. Every decision of this kind made by the senators and representatives of a state and approved by the governor is a law.

The People really make the Laws

13. By sending representatives to the capitol to make laws for them, the men in the towns and cities are really making the laws themselves. Of course all the people in one town do not agree about everything. Perhaps some of them want an electric railway to be run through their town, while others are anxious that the railway shall not come near their town. Some of them want saloons; others do not. But the same man represents all of them at the capitol. Since a representative has only one vote, in a case like this he should act as he believes the most thoughtful and loyal people expect him to act.

When a Representative fails to represent the People

14. If a man who is sent to the capitol fails really to represent the people, then as soon as possible they find someone else to take his place.

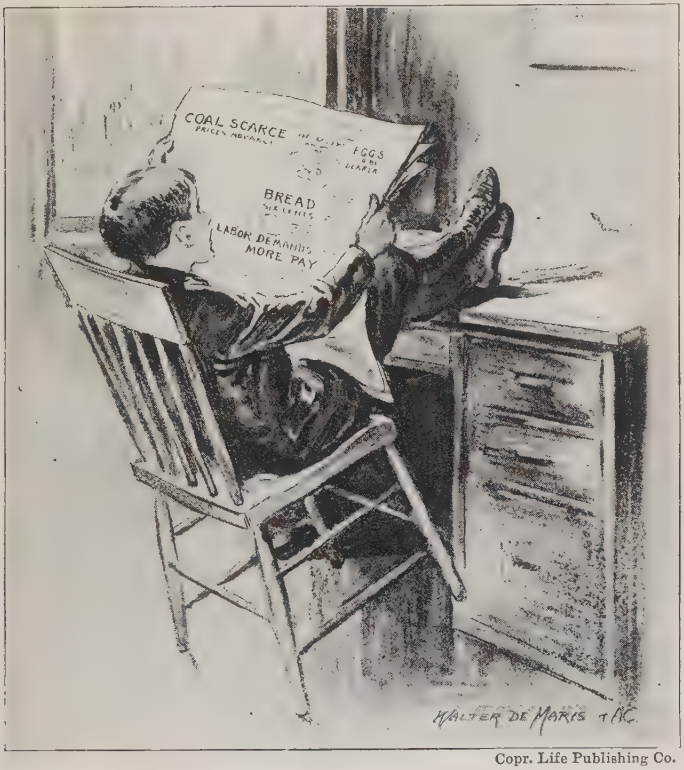
15. One year a very bitter fight was being made in Iowa over the selling of liquor. A little farming town sent a bright young man to the capitol at Des Moines to represent it. Of the five hundred men who voted not more than ten wanted saloons. Yet when the men at the capitol came to vote on this, the representative of the five hundred men in the small town *mis*represented four hundred and ninety of them and voted for the saloons. When these four hundred and ninety men read in the paper what had been done at Des Moines, they were, of course, indignant. But after they talked it over, they saw that they had been at fault themselves and had sent the wrong man to the capitol. There was nothing to do but wait until it was time to choose another representative.

Choosing the Right Representative

16. In all parts of the country the people in towns, villages, and cities often are so busy or thoughtless that they let the wrong men go to the capitol to represent them. When this happens, the state government is not truly representative, but it is the people's fault.

17. One day a bookkeeper on his way to work was nearly pushed off the sidewalk by two red-nosed, loud-talking men. One was evidently a hard drinker, the other seemed especially gifted in profanity. The bookkeeper turned to somebody near him and asked who the two men

were. A look of disgust came over the bookkeeper's face when he learned that they were his representatives at the state capitol. He had voted for both men, but he had never



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A Poor Representative of his Employer. Why is he not at Work?

seen them before and had not taken the trouble to learn anything about them. He was ashamed, as were hundreds of others, to know that men whom he did not consider fit to eat at his table or to talk to his wife and children were

representing him, acting *for* him. Never again did he vote for a representative until he had seen him and found out everything possible about him. "Anybody who represents me," he decided, "must look like a gentleman, act like a gentleman, and be a gentleman."

18. Business men have to be extremely careful whom they employ to represent them. A banker, a manufacturer, an editor, — any man who hires a secretary, — knows that many times a day this secretary must act for him. So he takes pains to choose a person who looks well, talks well, acts well. A secretary who gets facts twisted, who is irritable, or who is not on hand when needed, is the wrong kind of representative for a good business man. Clerks in stores represent those who own the stores. They sell goods for their employers. Therefore the store-owners must have clerks who will represent them properly. When you find a clerk or an office boy who is surly, disrespectful, and untruthful, either he is badly misrepresenting his employer or his employer is a surly, disrespectful, untruthful person.

19. We are all judged by our representatives. So whether it is a boy who represents his grade at a speaking contest, or a garden-club girl who is sent to Washington, or a clerk who sells goods, or a man who votes at the state capitol, the representative must be chosen with great care.

Both Senators and Representatives represent the People

20. We have already said that some of the representatives whom the people send to the capitol are called senators and some representatives. There is no important difference between the two groups of men; they all have, as their chief duty, to act for the people who sent them. Each state

is divided into senatorial and representative districts; the former are larger and have only one senator, but the latter often have several representatives. Therefore each citizen has at least two men representing him in the legislature.

21. With two or more persons representing them at the capitol, there is very little danger that the people of any state will to-day be greatly oppressed or ill-treated. This is altogether different from conditions that existed before the Revolutionary War. The king of England sent strangers to govern the colonies, men whose chief business it was to represent the king and not the people.

The Governor represents the People

22. Just as there are forty-eight state capitols in the United States, so there are forty-eight governors, one for each state. The colonial governors represented the king of England; our governors to-day represent the people. This means that, in addition to one or more representatives and one senator, every person in each state has one governor to represent him at the capitol. The governor cannot vote in the senate, and he cannot vote in the house of representatives. Then how can he represent the people? In several ways.

23. Perhaps the people of a certain town want a state law which will require all towns and villages to provide free evening schools. The representatives they have sent to the capitol refuse to vote for such schools. Since each representative serves for a definite period of time, a new man cannot be chosen until the term of the first one is up. So the only thing the people can do is to send a committee to the capitol to see the governor. The governor receives them, listens to what they have to say, and asks questions. Later

he talks with business men and school superintendents from all parts of the state. He finds that the men whose opinion he most values believe that the towns and cities should have free evening schools, just as they have free day schools. So he convinces the leaders of the senate and the house of representatives that such a law should be passed.

24. Since the governor is a very busy man he cannot always know just what all the people want. If the committee had not appealed to him, the evening-school law might not have passed. In some cases it may not be possible for a committee to go to the governor, but the people can always write to him. If a governor gets letters from many towns, each signed by hundreds of voters, he will be sure to give them attention.

Representing the People by Vetoing

25. Another way that the governor can represent the people is by vetoing laws that he thinks are wrong or harmful. Every law (or bill, as it is called before it is voted on and approved) that the senators and representatives pass has to go to the governor. If he signs it, it becomes a law. If he returns it unsigned (this is called vetoing it), then the bill does not become a law unless the senators and representatives again vote to pass it. When those four hundred and ninety men in the Iowa community discovered that their representative was misrepresenting them, they could have gone to the capitol to see the governor. They could have told him that out of five hundred men only ten wanted saloons. They could have said: "We have sent the wrong man to Des Moines. We do not want saloons. We hope you will veto this bill."

26. Because of his power of veto the governor could have said: "I don't believe that most of the people want saloons. The people are being misrepresented. I will veto the bill." In doing this he would have represented the people.

Representing Oneself at the Capitol

27. There is still another way that a person can be represented at the capitol of his state. He can go there himself if he is willing to leave his work and to spend the money necessary for carfares, etc. He cannot vote either in the senate or in the house of representatives, but he can search out his senator and representative and tell them what he wants. In some states the representatives have a public hearing before they vote on a bill. This means that at a certain time, which is announced in the newspapers, any man, woman, or even child can go to the capitol and tell why he thinks a bill should be passed or defeated.

Factory Girls and Children at the Capitol

28. One year some of the people of Pennsylvania wanted a law passed forbidding employers to make women and girls work more than nine hours a day. Many factory girls went to the capitol to represent themselves. One Polish girl of sixteen talked to the legislators for over half an hour. She was the only girl speaker, and many of the men before her were mill-owners of great wealth. Yet she pleaded so well for the thousands of overworked women and girls whom she represented that when she had finished, the men applauded her. Recently in one of the states a group of people decided to try to have the senate and house of representatives vote a large sum of money to educate the blind. More than twenty

blind men and women went to the hearing at the capitol. It was an impressive meeting, as one man after another who had never seen the light of the sun turned toward seeing men and asked that the blind be given teachers to help them learn trades by which they could earn their living.

The Marble Stairway in Pennsylvania's Capitol

29. No person is too poor or too humble to be heard at these hearings at the state capitol. Even young boys and girls have spoken there. At one time when the representatives at the capitol of a Western state were discussing whether they should have a juvenile court, forty boys appeared at the hearing. They told how they had been unjustly treated by policemen and judges.

Each Person has Four Representatives at the Capitol

30. If, then, every person in the state has one governor, one senator, one or more representatives, and himself to represent him, it is his own fault if the wrong laws are passed.

Little Capitols in Towns and Cities

31. *Capitol* comes from a Latin word that means "head." The capitol at Washington is the head building in all the United States. The forty-eight state capitols are the head or chief buildings in the state. But besides these capitols there are hundreds of other head buildings in the country. There is one in every town, village, city, and county, but it is not called a capitol. In the cities it is usually known as the city hall, in the towns and villages as the town or village hall, and in counties as the county building. These, like the capitols, are the places to which men come to attend to the business of the people. They are seldom as fine buildings as the state capitols, but they are important.

The Men at the Capitol cannot attend to All of the People's Business

32. The representatives that the people send to the state capitol cannot take time to attend to all the little things which concern the people in all the towns. Perhaps the town of Barnstable, Massachusetts, needs a new schoolhouse, or the city of Springfield, Ohio, wants some of its streets repaved. Schoolhouses and streets are important. But if the senators and representatives at the capitol had to attend to all such matters for all towns and cities, there would be no time left for the bigger things that concern the whole state.

City Representatives

33. But somebody must decide such things. As a city grows, new schoolhouses must be built, fire engines must be bought, pure drinking water must be supplied, streets must be paved and well lighted. Every family in every town, village, and city is interested in all these matters, but very few men can leave their work in stores, offices, farms, and factories to attend to them. So they send representatives to act for them. Cities are usually divided into wards, or districts, and the people send one representative from each ward. These representatives have different names in different states, but perhaps are oftenest called aldermen or councilmen.

How the Mayor represents the People

34. The people of a city also choose a mayor, who represents all the people of the city in much the same way that the governor represents all the people of the state. The aldermen or councilmen make laws (which are usually called *ordinances*), and if the mayor thinks that any law is unfair or does not meet the needs of the people, he can veto it. He also suggests new laws that he thinks the people want. In Boston a great many people objected to having girls work in "shoe-shine parlors." They asked the mayor to use his influence to stop it. He decided that shining shoes in public places was not girls' work and that if the "parlors" did not themselves refuse to hire girls, he would ask the common council to pass a law forbidding it. The mayor in many cities also acts for the people by choosing men for such important positions as those of street commissioner, chairman of the board of health, head of the fire department, etc.

Where the People are their Own Representatives

35. Not all the people live in cities. Even the smallest town must have schools, fire departments, good roads. The people's business is just as important in a town as in a city. Here, too, the people let much of their business be done for them by representatives. These representatives are

A City and County Building

called selectmen in New England and village trustees in many other parts of the country. Working with them are tax collectors, school directors, town clerk, etc. In New England the people themselves decide exactly what these representatives shall do. The school directors do not decide that they will have a new schoolhouse. The citizens of the town themselves go to the town hall once a year or oftener and settle all such matters. Every man, however poor,

however rich, is supposed to attend this meeting. Even the busiest men can afford to give one day to the town's business. The rest of the year the selectmen, tax collectors, etc., whom the people choose to act for them, carry out their wishes.

Who are not Represented

36. We have said that the representatives represent *all* the people. But not everybody can vote. Children cannot vote, and for a long time in some states women could not. In such states the only way that women could get the right person to represent them was by telling the men voters whom they wanted. They could, however, always send committees to the governor and to the mayor and could appear at hearings.

Why Children cannot Vote

37. Children cannot vote; that is, they cannot choose the men who are to represent them at the capitol, the city hall, and town hall. Neither can young people vote until they are twenty-one years old. At first this seems hardly just, but there are good reasons for it. From the first day that a boy and a girl go to school they are preparing to do their part of the world's work. They are training their brains and their bodies. It often takes twenty years, sometimes longer, to grow a full-sized body. If a boy has kept on through the high school, by the time he gets his diploma he is probably seventeen or eighteen. At this age he has a partly trained mind, but still is not ready to do a man's work. He now either keeps on into college or into some school which gives him further special training, or learns a trade, or finds a position. In any case he is still learning

how to use his hands and brain. He is still learning about men, and business, and government. When he is twenty-one years old he has by no means stopped learning, but he is better able to think and act for himself. He is therefore allowed to help choose the men who will represent him at the state capitol and at the city hall or town hall.

How Children are Represented

38. Even ten-year-old school pupils, however, can always be represented through their parents and older brothers. If school pupils want the privilege of coasting down a certain hill, each one can urge his father to request the mayor or selectmen to forbid automobiles and teams using that hill at certain hours. Whenever a large enough number of fathers want a thing done, it is usually done.

39. Many a time school pupils have acted for themselves. In the crowded section of a large Eastern city there was no public playground. If the boys played baseball they had to go several miles or play in the street. One of the teachers suggested that the boys make out a petition to the mayor, telling him of their grievance and asking that a playground be opened up for them. This they did. They wrote out the petition at school, and a committee of two boys took it from house to house to get the names of men who approved of the request. Then early one evening the mayor's doorbell rang. In his yard and in the street were high-school and grammar-school boys with banners and the petition. This sheet of paper was just as important in the eyes of the mayor as if five hundred men had presented it, for not only had more than five hundred men signed it, but five hundred boys had presented it.

40. A bright grammar-school boy was arrested one day for stealing apples. He had been a favorite among the pupils, for he always "played fair" in their games. They wanted the judge of the Juvenile Court to give him another chance. But they could not go to court and ask this, so they wrote this letter to their principal:

Dear Mr. Ellsworth:

Sam Black has been arrested for stealing some apples out of a barrel at the back of Jordan's store. Nobody ought to steal, and of course Sam ought not to. But Sam always plays fair at school, and we like him. Won't you ask the judge to let him off this time? We think the apples looked so good Sam thought he was picking them off a tree.

Very truly yours,

41. Thirty boys signed their names to it, and one boy carried it to the principal's office. The principal and the boy went to the courthouse. When Sam's case was called, a policeman and the groceryman testified against him. When the principal's turn came, he told the judge that thirty of his pupils believed that Sam meant to be honest and would never again steal anything. He showed the letter written by his classmates. The judge decided to put Sam on probation, and said that if the principal could report to him once a week for six months that Sam was studying hard and stealing nothing, his case would be dropped.

42. The thirty boys by going to the principal, who went to the judge, were representing themselves as truly as any group of men were ever represented. There are many ways in the United States by which men, women, and children can let their wants and wishes be known.

QUESTIONS AND PROBLEMS

NOTE TO TEACHERS. Those teachers who wish to make their treatment of representative government more technical can make use of the Appendix material.

1. The title of this chapter is Representative Government. Explain in not more than ten words what this means.

2. When a man comes to your door and says that he represents the Smith Vacuum Cleaner Company, what does he mean?

3. Why did not all the Boston schoolboys go to General Gage's house? What would probably have happened if two hundred boys had gone, one at a time, to General Gage? 4. Why did not each of the fifty thousand pupils present his gift of money to Marshal Joffre?

5. The text says that the government of every town, village, and state in the United States and of the whole nation is representative. The text also says that the government of *every* country is representative. Does this mean that our government is like all other governments? Explain your answer.

6. What does *democracy* mean? 7. To-day France is a democracy. Once it was an *aristocracy*. What is an aristocracy? Was the United States ever an aristocracy?

8. What is the difference between *capitol* and *capital*? 9. What is the name of your state capital?

10. What is the capitol used for? 11. Have you ever seen your capitol? If you have, describe it. 12. How much did it cost? 13. Who have offices in the capitol? (See Appendix, p. 380).

14. What are the most important rooms in the capitol? Why are they important?

15. What do we mean when we speak of the *business of the people*? 16. Who attends to the business of the people of the state?

17. What is the difference between a senator and a representative? (See also Appendix, p. 378.)

18. How many representatives does your state have? What are they called? 19. Who is your senator at the state capitol, and who are your representatives? 20. When they are not at the capitol, what is their business — are they lawyers, bakers, bookkeepers, or what?

21. What does it mean to *vote* for a representative? When your teacher asks how many pupils want to do a certain thing, how do the pupils show what they prefer? Tell three ways in which you might *vote* for a boy to represent you at a debate.

22. When does a representative not represent?

23. If you were choosing a person to go to the President at Washington to tell what you wanted, what sort of person would you choose? 24. Describe the kind of secretary you would hire to represent you if you were a business man. 25. If you were the employer of the boy shown on page 141, what would you say to him?

26. Who makes the laws of your state? What is a *law*?

27. The text tells of a law requiring employers to pay competent women and girl workers a living wage. What is a living wage? Has your state such a law or a similar law?

28. Who really makes the laws? Explain your answer.

29. Since the same man represents a large number of different people, what is he to do when some of these people want one thing and some another? 30. What happened in a case like this in Iowa?

31. Ask your father and your principal if the representatives whom they helped send to the state capitol have done what they themselves would have done if each had been his own representative.

32. Senators and representatives are often called *legislators*. You have learned in your spelling lessons that words usually have two or more parts. This word has two parts. Consult an unabridged dictionary and find the two parts of this and tell what they mean. What does *legislature* mean?

33. Every person in your state has at least four representatives at the capitol. Who are they?

34. Explain how the governor is a representative of the people (see the text and also Appendix, p. 380). 35. What can the people do when they have sent the wrong representative to the capitol?

36. What is vetoing? How can the veto help the people?

37. Did your town or city ever have saloons? If so, tell how they were closed. Explain how gambling is prevented in your community.

38. In what way can you and others who cannot vote represent yourselves at the capitol? Do you know any women who have done this?

39. Is a poor person as well represented at the capitol as a rich person? 40. What is a hearing? 41. If you were poor, would this fact prevent you from speaking at a hearing?

42. Explain how a town hall and a city hall are something like a capitol.

43. Who are the representatives in the city government? 44. Who are the representatives in the town? 45. Make a list of all the different kinds of representatives, like school directors, tax collector, mayor, that your town or city has.

46. Why do not the state representatives attend to all the business of the people?

47. What has your mayor or your selectmen or trustees tried to do for the people this year?

48. Explain how school pupils can let mayors and selectmen or trustees know what they need and want. 49. What is a petition?

50. Describe the kind of man that you would like to have represent you as governor. 51. Who is the present governor of your state? Who was the governor who preceded him? Which governor do you think best represented all the people?

52. If you had an English or a Russian cousin visiting you for the first time, what should you tell this cousin about your governor and your mayor? 53. What special things has your mayor or governor done that you could talk about with pride?

CHAPTER XI

REPRESENTATIVE GOVERNMENT (CONTINUED)

Europe, Asia, and South America send Messengers to the United States

1. Every large country in Europe or Asia, with two exceptions, and many small countries, in 1917 sent special messengers to the United States on important business. So urgent was this business that ordinary persons could not be intrusted with it. Therefore England chose one of her most distinguished statesmen and one of her greatest financiers. France sent her greatest war hero and her most popular orator. Italy sent one of her princes. Norway, Sweden, China, Japan, all sent honored citizens to us. These messengers crossed the long stretches of ocean at a time when travel by steamship was full of peril. Submarines were daily sinking passenger vessels, and no man knew when he left his home that he would ever see it again. Fifteen battleships guarded the ship on which the English messengers crossed the Atlantic.

They want the Help of the People

2. All the messengers had come to ask the help of the United States. Some wanted food for their country, others wanted guns, still others money — and all wanted the sympathy and good will of the American people. But after

these distinguished men had safely crossed the ocean and stood on American soil, how were they to give their important messages to the people? Must they travel through the country, stopping at each village and city, asking for

France sent a Famous General as One of her Messengers — Marshal Joffre, the Hero of the Battle of the Marne

help? The United States is so large that this would have been impossible. The time of the special messengers was too valuable to be wasted in this way. New York City is our largest and richest city. Did these visitors go to the mayor and ask him to appeal for them to the people of his city?

How a Foreign Country gets Help from our People

3. No; a few hours after each group of messengers arrived in America they turned toward one of our smaller cities. It was there that they would either succeed or fail. Each of the several hundred men who came to America on special business for their nations understood that in Washington centered all his hopes.

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Italy sent One of her Princes as Messenger

4. Washington is the people's city. It is the capital of the nation. Every town, village, and city in the United States is represented in Washington by many persons, — senators, representatives, the president, and his assistants. In everything that affects all the people as a whole these representatives at Washington have the power to act. The foreign messengers therefore knew that they could get the help of the United States only through these men.

5. In times of crisis the nation might be ruined if the president had to wait to consult all the states, for the states could act only through their legislatures. For forty-eight governors to call the state representatives to the state

capitols, and for these to pass the necessary laws to help the president, would take many weeks and perhaps months. But we have a national Senate and House of Representatives which meet regularly at Washington and which the president can summon to Washington whenever there is danger. The Senate and the House of Representatives together are called *Congress.*

Why we have Representatives at Washington

6. We need representatives at Washington in times of peace as well as of war. Therefore every year ninety-six senators (two from each state) and over four hundred representatives go to Washington and for several months attend to the business of the nation. As far as possible all the needs of the people are supposed to be looked out for by the town, city, and state representatives. But there are many things which it is difficult for a town or a state to do for itself. Every community in the United States is dependent on many other communities. The telegraph, the telephone, the railroad, stretch from town to town, from state to state. This great system of necessities and conveniences cannot be managed by any one town or state.

Helping the People get Pure Food

7. The representatives at a state capital may pass a law forbidding anyone in that state to make or sell impure food. But no state produces all the different kinds of food that its people demand. The fisherman on the New England coast gets his oranges from Florida and California. The orange-growers of Florida and California send to the New

England coast for their salt codfish. Florida cannot make a law forbidding New England to sell impure food. Massachusetts cannot prevent Florida from selling poor oranges. Only the representatives at Washington can pass laws which all the states must obey. One state cannot send an inspector into another state to examine the food that is prepared there. When our representatives at Washington realized that the people of the country were not well protected against careless and dishonest food manufacturers and producers, they passed a Pure Food and Drugs Act. This benefited all the people, for national inspectors can go into any and every factory and thus protect the families in even the smallest towns.

Helping the Farmer get Mail

8. Without its post-office department this country would still be only a group of separate states knowing very little about each other. For many years a part of the people were helped by the post office far more than others. The people in cities had all mail delivered at their door. Whether the weather was stormy or fair, the pavements clear or icy, the postman left at each house the letters and papers that belonged there. In small towns and villages the people went to the post office for their mail. But what about the farmers who lived miles away from a post office? In the busy seasons and in bad winter weather they could not conveniently drive to the village. Our government, which was supposed to show no favoritism, helped the city more than the town, and the town more than the country districts. The people's representatives at Washington realized this, and after a time passed a law requiring the post-office department to deliver mail to farmers also.

Helping the People send Packages

9. Later the people began to see that a parcel post for every part of the country would be a great help, especially to the families living a long distance from express offices. So after a time the representatives at Washington passed a parcel-post law. Now on Monday morning a farmer can hand the postman five pounds of butter and three dozen eggs to be sent to someone in a city a hundred miles away. At the end of the week, perhaps, the postman will bring the farmer a letter containing a post-office money order for the butter and eggs. Not only this, but the postman will cash this money order for the farmer so that he need not make a trip to the post office. This law helps both the city and the country.

Helping the People save Rivers and Lakes

10. For many years the American people were wasteful of rivers, lakes, and forests. Suddenly someone sounded an alarm. It was discovered that when mountains were stripped of trees, the springs and brooks dried up. Lakes and rivers were already beginning to shrink. Without lakes and streams our fertile acres would soon disappear. The people in all parts of the country began to say, "Something must be done." But what could the people in San Francisco, New Orleans, or New York City do to prevent the men who owned mountain forests in the White Mountains, the Appalachians, or the Rockies from cutting them down whenever they pleased? When the representatives at Washington talked the matter over, they decided that the best way to preserve forests would be for the nation to buy the mountains

whose brooks helped feed important rivers and lakes. So they passed a law requiring the national Forest Service to study our mountains and valuable forest land and then buy for the government the most important areas.

Helping train the Nation's Workers

11. You have already learned something about the importance of children in the United States, and know that the children in the most desolate country section are as valuable as those in the heart of New York or any other large city. But large cities have schools of every kind for their young people. Whether a boy wants to become a doctor, a lawyer, a banker, a newspaper man, a metal worker, a carpenter, or any other skilled worker, if he lives in New York City or Chicago he will find a training school near him. The great cities will always be centers of education, but each community should give its boys and girls some definite help toward earning a living. Many towns, however, are too poor to build special schools and to employ specially trained teachers. So in 1917 the representatives at Washington passed a law providing money for the different states to use for free schools to teach farming and various occupations.

Helping turn the Wheels of Industry

12. Even if trade schools should graduate all the skilled farmers, mechanics, and other special workers that we needed, the United States might not be a prosperous nation. If fast freight trains did not go to every inhabited part of every state; if wagon and automobile trucks could not reach the most distant farms and factories; if telegraph

and telephone wires did not stretch from sea to sea, — the factories and mines could not dispose of their products rapidly enough to furnish work to all the trained workers. In every way possible, therefore, the people's representatives at Washington must help keep the factory wheels turning. One of the latest ways that Congress has helped is by voting money to be given to those states which want to build smooth, hard roads in the rural sections where the roads are poor. It is not fair for Farmer X to have a stretch of broad, hard road from his farm to the railroad station and Farmer Z in a near-by state to have only narrow, rutty roads over which to haul his hay and potatoes to market. The representatives at Washington therefore decided to help the farmers by offering to pay half the cost of all rural roads built according to a certain agreement.

13. Somebody has said that you have not seen a nation until you have counted its smokestacks. As long as the smoke pours from the thousands of huge factory chimneys in our busy nation we shall be prosperous. But unless we have wise men in Congress, who will help make the railroads efficient, good wagon roads possible, and keep dishonest men from cheating the people, prosperity will soon leave us.

Saving the Seventh Baby and the Bad Boy

14. One out of every seven babies born in the United States dies before it is a year old. This is wasting one seventh of all our children. How can this be stopped? Every year thousands of boys and girls under eighteen are arrested for breaking laws. What should be done with these youthful

lawbreakers? Are they really bad or only misguided? It has often been found that a supposedly bad boy has a weak brain or an imperfect body through no fault of his own. Such children need help, not punishment. How is it to be given them? The problem is so great that the help of the whole nation is needed. Because the representatives at Washington realized this, they created a National Children's Bureau whose work is to try to solve such problems as those of saving the seventh baby and the "bad boy."

Sending the Right Representatives to Washington

15. It would take many books to tell all the ways in which the senators and representatives at Washington act for the whole nation. Often they make mistakes, and occasionally dishonest, selfish men among them bring shame to the people whom they are supposed to represent. But you will remember that we found it was really the people's fault if they were misrepresented in their town and state. It is sometimes difficult, however, to send just the right representatives to Washington. There can be only two senators for each state, and only a few of the voters can see the men for whom they vote.

16. But it is always possible to learn the most important things about the men who want to become senators and representatives. Usually they make a tour through the state, giving addresses in the principal towns and cities. Since most men show their character in their face and voice, a person can often tell what kind of senator a man will make simply by seeing and hearing him. Every person also has a "record." When a business man wants to employ a boy he

writes to his school principal, to his clergyman, to his former employer, to learn what his previous record has been. Every voter should try in some way to get answers to these questions about his senator or representative: What was his former occupation? Why did he leave it? What did he do for his state or town? Has he made his money honestly? Has he paid his debts? How has he treated his employees?

How the Newspaper Helps

17. Probably the greatest help to the people in choosing their representatives, and in finding out how well these men really represent them, is the newspaper and the magazine. Newspapers are the eyes and ears of the whole nation. They cannot tell all that happens in every corner of the world, but they never fail to give the news of what is done in the national and state capitols. Besides their advertisements newspapers have two kinds of reading matter—news, which is given without comment, and editorials and special articles, which explain the news. But these explanations are only opinions, often those of one man (the editor). Therefore no two newspapers print exactly the same explanations. Sometimes one paper will think a certain senator a "noble leader," another will call him a "traitor to his country." Of course no man can be both noble and traitorous. A person should read a newspaper's opinions carefully, just as he should listen to a public speaker or a friend attentively, but he should form his own opinions.

18. There are certain newspapers and magazines in the United States which men in countries like England and France read to learn what America is thinking and doing.

These papers spend millions of dollars each year to get the most accurate news from every corner of the earth; they hire the best brains and the most skilled writers to explain the news. If there is trouble in Mexico, they hunt the nation over to find the men who know most about that country. If someone has discovered a new river in South America, they search for the man who knows most about South American geography. It is the same with the affairs of the nation; although, like all other papers, they print "opinions," these opinions are those of the best-informed men in the country. Every person who helps choose a representative, and every person who wants to know what his representative is doing at Washington, should read one of the best newspapers as well as his home paper.

QUESTIONS AND PROBLEMS

1. Consult your geography and find out what are the principal countries of Europe and Asia. 2. What is a statesman? What is a distinguished statesman? 3. Name a distinguished statesman (one who is now living) of one of these countries — England, France, Germany, Italy, Russia. You may have to look through several newspapers and magazines to find these. If you live near a good library, ask the librarian to tell you what magazines or books to consult. Remember that it is not *dead* statesmen you are searching for.

4. What is a financier? 5. Who was France's greatest war hero in 1917? You have read about him in the preceding chapter. 6. What is a prince? Can you tell anything about any prince now living in Europe?

7. Why did distinguished men come to America for help? 8. How could they ask the people for what they wanted?

9. Since New York City is the largest and richest city in the world, why did not the foreign messengers appeal to the mayor of that city?

10. Explain what is meant by calling Washington the people's city. 11. In what "state" is Washington situated? On what river is it? 12. Have you ever been to Washington? If you have, write a composition on "My Trip to Washington." If you have never been there, tell what you know of the city from the pictures you have seen and the stories you have read.

13. If the United States should send special messengers to these countries to ask for help, to what cities would they go — England, France, Spain, Norway, Sweden, Denmark, Brazil, China, Japan? 14. In 1917 the United States sent Elihu Root and several other distinguished citizens to Russia to see if we could be of any assistance to the people there. To what city did they go? Do you know for what Elihu Root was distinguished?

15. Who are the two senators who represent your state at Washington? 16. What did they do before they became senators? 17. Find out one helpful thing which they have tried to do in the past two years. 18. The text calls your senators the people's representatives. Explain what this means.

19. Often the daily newspaper will say, "To-morrow the Senate will vote on such and such a measure." What does *vote* mean? What does *measure* mean? 20. If you belong to a garden club or a school club of any kind, what do you do when you vote?

21. Who are the men who represent your district in the House of Representatives at Washington? 22. Have you ever seen any of these men? If so, describe them. 23. Have you read or heard anything about them? If so, tell about it.

24. Why do we need representatives at Washington in time of war? 25. Explain why a pure-food law of one state might

not prevent the people in another state from getting spoiled beef and adulterated olive oil. **26.** What is the Pure Food and Drugs Act? **27.** Look on the labels of bottles and cans which you have at home. Is anything said about purity?

28. Who owns the post office in your town? **29.** If there were post offices in half the towns in the United States and none in the other half, what would be the result?

30. Why is it that neither the towns nor the states could take charge of the mails? **31.** Explain how the representatives at Washington have helped the farmers.

32. Explain why the representatives at Washington can help save brooks, rivers, and lakes. Why cannot the towns do this? **33.** How can the nation be kept prosperous? What connection do smokestacks have with our prosperity?

34. How can the representatives at Washington help the children of the nation?

35. In every well-equipped library are several volumes called "Readers' Guide to Periodical Literature." Look in the recent volumes of this to see if any articles have been written about your senators and representatives, or by them. Make a list and bring it to class. Your teacher will tell you how to find one of these articles.

36. How can a newspaper help you decide whom to vote for? **37.** If one paper calls a man a villain and another calls him a patriot, what is the matter? **38.** What newspaper do you read? **39.** Find out the names of two important newspapers. How much would it cost to subscribe to one of these for a year? Is either of these newspapers in your library?

40. What is the difference between news and opinions? **41.** Tell a piece of news, then give your opinion about it. How does your opinion differ from that of your classmates?

CHAPTER XII

THE PRESIDENT AND HIS ASSISTANTS

The Kind of Men we choose for President

1. In 1814, at the end of our war with England, commissioners for Great Britain and America met in Ghent, Belgium, to make a treaty of peace. Many an evening the British and some of the American ambassadors gave up to festivity and recreation. Once they returned to their hotel in the early hours of the morning, and as they passed the half-opened door of the room occupied by one of the Americans they saw him lighting the fire to begin the day's work. While they had feasted he had slept, and while they were sleeping he would be hard at work. This was John Quincy Adams, who eleven years later was to become the sixth president of the United States.

2. A member of the House of Representatives at Washington in 1848 was an old man whose body was partially paralyzed. He was in his seat promptly at the opening of each session. Men younger and stronger than he were often absent, the old man never. One February day, just as the Speaker was ready to put a motion, the aged man rose to speak, but before he could say a word he swayed and fell unconscious. He had made his last speech. In the room where his desk stood the visitor to-day will see a circle of metal. This old man who worked for the nation to the day of his death was also the ambassador to Ghent who

built his fire in the dark hours of the early winter morning, John Quincy Adams. After he retired from the presidency he was elected representative to Congress. Someone asked him if he was not degrading himself by taking a lesser position. His answer was:

> No one could be degraded by serving the people as a representative in Congress. Nor in my opinion would an ex-president of the United States be degraded by serving as a selectman of his town, if elected thereto by the people.

3. In the summer of 1862 a young lawyer called to see Governor Morton of Indiana on business. As he was leaving, the governor remarked that he felt discouraged. He had not been able to raise as many troops as President Lincoln expected him to send. "People are following their private business and letting the war take care of itself," he said bitterly. The young lawyer was poor and had a family to support. He hesitated for a moment, then said, "I will go, if I can be of service, Governor." From this interview he went directly to his office, hung out the Stars and Stripes, and began at once to get men to form a company. This lawyer was Benjamin Harrison, who became the twenty-third president of the United States.

4. When the time came to appoint a governor of the Philippine Islands, President McKinley sent an Ohio lawyer to fill the place. Ambitious to serve his country, the lawyer worked ceaselessly to give to the brown men the same kind of government that the white men of the United States had. One day came a cablegram from Washington offering him the position that he had secretly coveted since his boyhood days — a seat in the Supreme Court. No higher honor can

come to a lawyer than this. His friends expected him to cable back, "Yes, thank you," but the lawyer knew that his task in the Islands was not even half completed. The natives had confidence in him, and the work was going well. If he left then, all that he had tried to do might fail. He wrote the hardest sentence of his life, "No, thank you." Again the President urged, again the governor insisted that his

President Wilson in a Patriotic Parade

duty was in the Islands. And there he remained until the government was firmly established. This was William H. Taft, who later was the twenty-sixth president of the United States.

5. In 1917 Washington was full of busy men. War sat in every office urging men to impossible tasks. The important officials of the government scarcely had time to eat and sleep. One of these officials on one of his busiest days called his secretary and explained that early the next morning he would take a flying trip to his home in a town more than a hundred miles away. With his secretary he made

the journey, rushed from the station to a voting booth, back to the train, back to Washington to his desk. This was President Wilson, the busiest man in the United States. Yet he had taken time to do what many a less busy citizen sometimes fails to do — cast his ballot for governor of his state.

Plain "Mr. President"

6. The American people may well be proud of the men whom they have chosen to preside over them. Never has the United States had a lazy president. Never has it had a president who forgot that he had come from the people and must return to the people. He is only plain Mr. President to everybody. Except in times of war, when moments are as important as battles, the humblest citizen can go to Washington to call on the president. It is not necessary even to salute the "first citizen." As one ten-year-old boy, who with his mother had an interview with President Wilson before war broke out, said, "All that a fellow has to do to see the President is to have clean ears, a clean collar, and a new pair of gloves, and go to the White House." But even the gloves are not necessary.

7. The old-fashioned rulers that European nations used to have (and a few modern nations still have) believed in pomp and ceremony. In this way they awed the people so that no common person ever dared to appeal to his king or his queen. Even to-day, in most of the countries which have kings and emperors, schoolboys would never think of paying their ruler a call to tell him about their corn and tomato crops. The American president belongs to all the people, to the pupil still in school as well as to the men and women who help elect him.

How the President Lives

8. Kings, queens, emperors, and empresses live in palaces. The German emperor in 1917 had a huge palace and fifty other palaces and castles. Our president has not even one palace. He lives in a white house so modest that a traveler who was seeing America for the first time hunted Washington

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The Modest Home of our Presidents — the White House

over to find it and failed. There are scores of Americans who live in houses that are palaces in comparison to the White House.

9. The president is as modest as the house he lives in. When he takes a walk or goes for an automobile ride, there is no excitement. His car looks like hundreds of other cars. No policemen or soldiers in uniform canter before him. He wears no glittering uniform, no sword, no brass buttons. This has disappointed many visitors who

think that the president of the greatest nation of the world should live in great magnificence and style. There is something more impressive than pomp and glitter. One does not need to be a king to be kingly. One does not need to wear a clanking sword to be president.

One of the Palaces of the King of Spain

The Dignity of the President

10. There is a dignity about the president that plain clothes and simple manners cannot hide. He has worked his way up the American ladder of success step by step. He has suffered hardships and disappointments, but he has never been discouraged. He has been educated in a free country; he has helped day by day to build up his town and his state. He has feared neither poverty nor tyranny, and he carries in his face the look of the free man who has won success

and the greatest honor that can come to an American — the confidence of the people. It is because he represents and serves millions of free people that he has the dignity which commands the respect even of emperors and kings.

The Power of the President

11. The president of the United States has more power than the king of England, but every bit of this is given him by the people. Power is a dangerous gift to place in the hands of anyone. But the people are jealous of their rights and do not intend that a president shall ever become a tyrant. One way that the people have taken to keep presidents from misusing their power is to allow them to serve only a short time. They are chosen for only four years. Even if the people should make a mistake and choose the wrong man, he could not do much harm in so short a time. Sometimes a president is reëlected for a second four years, but this has happened only when the people have had the greatest possible confidence in him.

The President is a Leader

12. The chief task of the president is to represent the people. But the nation expects even more than this of him. In one of his war messages President Wilson used this sentence: "It is a fearful thing to lead this great peaceful people into war."

13. It is the word "lead" that is important here. Our presidents are our leaders. Every group of people from a handful of boys at play to our largest city has a leader. When asked to tell what a leader was, a young schoolboy

answered "a boss," which was of course a wrong answer. A leader is a person who shows the way and himself goes ahead. A boss drives, a leader leads.

14. No man in the country has greater influence than the president. He cannot make laws, but he can suggest laws which should be made and can veto those which he thinks are harmful. Every year, when Congress assembles in December, he either sends or reads a message to senators and representatives. This message is a kind of report. He tells what has been accomplished in the preceding year and suggests things which should be done in the coming year. If crops have been poor or if there have been many strikes, he mentions these facts and suggests what Congress can do to relieve present distress and to prevent recurrences of trouble. President Roosevelt in one of his messages explained to Congress how the great desert stretches in Arizona, New Mexico, and other Western states could be reclaimed. He not only explained this in his message but used his influence to have members of Congress pass a law to allow the government to turn these deserts into fertile acres. Because of what he did to arouse the people to the necessity of transforming as much of our desert wastes as possible, Roosevelt has been called our "irrigation" president. Your textbook in history will show many other ways in which our presidents have been our leaders.

Why the President can be a Safe Leader

15. The president could not be a safe leader unless he knew what was happening in all parts of the world. He is assisted in keeping in touch with events by ten secretaries,

who are much like the assistant managers of a great business. Each secretary has definite duties, and makes frequent reports to the president. One attends to the business with foreign countries (the Secretary of State — "State" here

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Our "Irrigation" President — a Man of the People

means the nation); another attends to the money affairs of the nation (the Secretary of the Treasury); a third supervises the affairs of the army in time of peace and also of war (the Secretary of War); the fourth has charge of the affairs of the navy (the Secretary of the Navy); one is a

lawyer who protects the United States from lawbreakers and sees that all the affairs of the government are conducted according to law (the Attorney-General); another is general business manager of the Post-Office Department (the Postmaster General); the seventh attends to a variety of things — pensions for soldiers, Indian affairs, the patent department, the national parks, education, Alaska and the territories, the vast forest reservations and irrigation works, etc. (the Secretary of the Interior); the eighth, one of the most important of all, must do everything possible to increase the agricultural wealth of the country (the Secretary of Agriculture); the ninth attends to the trade problems of the country (the Secretary of Commerce); the tenth spends all his time in the interest of the wage-earner (the Secretary of Labor).

The President's Cabinet

16. These secretaries are called the president's Cabinet. They hold regular meetings, often once a week, to talk over with the president and with each other the most important business of the country. At one Cabinet meeting all that these busy men talked about was the potato. What interests the Cabinet is what concerns the people, and the Department of Agriculture had collected figures to show that our potato crop was not as large as it should be. One result of this meeting was the appointment of a potato expert, who now gives his whole time to inspecting and testing potatoes and soils and to showing farmers how to improve their crops.

17. The president and his Cabinet are much like the manager and his assistants in a great business house. All their time must be given to the stupendous task of managing the affairs of a nation.

The President has Assistants in Every Foreign Nation

18. The president has other assistants, called ambassadors, ministers, and consuls, in every foreign nation. Through the Secretary of State they report to the president on what is taking place in the great outside world. The president must lead his own people not only in matters that concern the relation of one town and state to another but in all dealings with other countries. He can do this better than anyone else because he knows what countries are friendly to us, which ones misunderstand us, and the reasons for all this. Within the walls of his modest office in Washington the president can scan the whole world.

Washington the Center of the Nation

19. Washington is always the home of a president. It is always the center of the nation. Every person should have a page in his account book headed "A Trip to Washington," so that some day he can see for himself where the affairs of more than one hundred million people are attended to.

QUESTIONS AND PROBLEMS

1. Tell all that you can about John Quincy Adams. 2. Franklin was another famous American who served his country in his old age. Can you tell how he did this?

3. Tell how Benjamin Harrison served his country as a young man and as a middle-aged man.

4. Roosevelt did a great deal for his country before he was president. Can you tell anything that he did for his city and his state? You will find a life of him in your library. 5. Show how Roosevelt climbed the ladder of success.

6. What patriotic thing did Taft do before he became president?

7. What "duty" did President Wilson perform during his busiest days in 1917? 8. Would he have been justified in neglecting this? Explain your answer.

9. Tell some incident about a president not mentioned in the text that shows his industry or bravery or patriotism.

10. What is meant by saying that the president "comes from the people and must return to the people"?

11. If you went to Washington and wanted to see the president, you would have to get your representative or senator to arrange the interview. What would you say to the president? Would you speak first? 12. If he asked you what the pupils of your town were doing for the country, what would you say?

13. What is a palace? 14. Does the president live in a palace? 15. What name is sometimes given to the president's house? 16. Describe it.

17. Explain why the text calls the president modest. 18. What is dignity? 19. Why do all our presidents have great dignity? 20. A prominent Englishman, who was visiting the United States for the first time, said: "I have seen your president, your senators, your business men, your private citizens. You have one man that you call president, but I see hundreds of presidents on your streets." What do you think he meant?

21. If "power is a dangerous gift," why are the people safe in giving so much to their president?

22. What is a leader? 23. Five of our presidents led the people into war. Can you tell who these were?

24. Explain how the president is helped by his Cabinet. 25. What are the names of the members of the present

Cabinet? 26. Do you know any one thing which any one of them has done?

27. The president has many duties not mentioned here. Can you name several (see Appendix, p. 377)?

28. How do ambassadors and consuls help the president in leading the nation? 29. Who is our present ambassador or minister to England, France, Italy, China? (You will find this information in the latest edition of the "Congressional Directory," and also in the "World Almanac," both of which publish a new edition each year. Your library should have copies of both.)

30. Tell in what way the president is like the governor of your state. Can the governor make laws? 31. The governor can veto laws and so can the president. How can a law that has been vetoed still "pass"? (See Appendix, pp. 375, 378.)

32. Write a composition entitled, "What I would do if I were President." First choose some president and learn all that you can about his term of office from your history textbook, the encyclopedia, and any other books available.

CHAPTER XIII

RULES, REGULATIONS, AND LAWS

What happens when a Rule is Broken

1. In the rooms of the Historical Society at Philadelphia are many priceless relics of Revolutionary days. One of these is a copy of the first newspaper in which the Declaration of Independence was printed. A curious thing about the room in which this paper and other old papers and books are kept is the sign on the walls, "Fountain Pens may not be used in this Room." A man one day asked to see this valuable newspaper. He had read the sign, but he failed to see what harm a fountain pen could do, so he pulled his out and began to write. Because the ink came slowly he gave the pen a shake, and a great splash fell on the newspaper, almost obscuring some of the print. Nothing can remove this blot — the paper is too fragile to be treated with any of the chemical ink-removers. Until the paper crumbles, this blot will tell the story of a man who disobeyed a rule. What do you think of such a person? Does he not deserve our contempt? Why did he not obey the printed warning?

2. He probably thought the rule was unnecessary. Most rules have a common-sense reason back of them even if we do not at first see it. The persons in charge of the Historical Society rooms knew that fountain pens were sometimes leaky and bothersome. They were trying to protect priceless treasures. Rules are not made to hinder people, but to help.

If this man had taken the trouble to ask an attendant why he could not use his pen, he would have seen at once how reasonable the rule was.

A Rule that protects Valuable Things

3. One of the great government buildings at Washington that every pupil hopes some day to see is the Congressional Library. On its walls are over five hundred thousand dollars' worth of magnificent paintings. When a person enters he sees a large sign, "All Umbrellas and Canes must be Checked." Here you are not left to obey the rule or not as you please, — a man in uniform stands at each door to prevent you from disobeying it. You can easily understand why the library authorities would not want wet umbrellas carried about, but what harm could a dry umbrella or a cane do? Although the attendants' business is to enforce the rule, not to explain it, they occasionally take time to say that on one of the upper floors is a painting inlaid with beautiful mosaics. So many people had poked at the picture with umbrellas and canes that the pieces of mosaic were being loosened. A sign was placed near the painting, warning visitors not to touch it, but this did little good. Finally the library authorities decided that the only way to enforce the rule was to keep umbrellas and canes out.

Carelessness and Thoughtlessness make Rules Necessary

4. The man with the fountain pen and the men and women with umbrellas and canes were not ignorant. They were careless and thoughtless. But carelessness and thoughtlessness will often do as much harm as ignorance or maliciousness.

A poke from the umbrella of a thoughtless person will spoil a painting as quickly as a poke given by someone evil enough to want to injure it. Whether a boy drops a valuable vase through carelessness or because he wants to destroy it for spite, the result is the same. A person who is thoughtless enough to throw a lighted match near a gasoline tank is as sure to cause an explosion as the person who intentionally starts a fire near gasoline. Because there are so many careless, thoughtless people, we have to have a great many rules.

Some Rules prevent Epidemics

5. You would be astonished to discover how many rules every town and city has. We usually call such rules laws,[1] but "law" is only another name for rule. One rule that you all know about is connected with certain kinds of sicknesses. If a pupil has scarlet fever or diphtheria, or any other contagious disease, he must stay at home and see no one but the nurse and doctor until he is perfectly well again. Sometimes a boy will have such a light case of scarlet fever that he is not kept in bed. He does not see why he cannot go outdoors to play. But there is a rule that not until a patient's skin stops "scaling" can he go out among others or can others come to him. The reason for this rule is that the bits of skin may contain the germs of scarlet fever. Even if the boy is not very ill himself, another person may contract a deadly form of the disease by breathing in or swallowing one of these tiny scales. So even if neither the boy nor his parents understand the reason for this rule, it is for the good of all their friends and neighbors that they obey it.

[1] The special name for them is *ordinances*.

6. At one time in a crowded suburb of a city several children were ill with diphtheria. The doctors had red warning signs tacked on the doors of these houses. They also warned the families that neither the sick children nor anyone who had been exposed to the disease should leave their homes until further notice. But the relatives of the sick children went to work and to school as usual. When the townspeople learned this, policemen were sent to guard the houses and to enforce the rule. If this had not been done, the disease might have spread to hundreds of people. As in this case, it is often necessary to make people obey rules.

Rules are Helps

7. There are several other words that might be used instead of "rules" or "laws." One of these is "helps." Most rules are intended merely as helps. In one school this rule is written on the blackboard of each room:

> When Entering or Leaving the School, Pupils must move in Single File. There must be No Crowding or Pushing on the Stairs

The only reason for this rule is to help the pupils. It was found that when they did not go in single file, they could not go so quickly. Before this rule was made, the younger children were often tripped by the older pupils, who crowded past them in a hurry to get to their seats first.

8. In every part of the United States there is a very helpful rule. This is that all persons and vehicles must keep to the right when they meet other persons or vehicles, and to the left of those which they overtake and pass. If we did not have such a rule, thousands of persons would be

accidentally killed every year. As it is, many accidents occur. But suppose that there were no such rule. On a narrow road or crowded street if two automobiles were hurrying in opposite directions, neither could tell which way

City Streets would be a Hopeless Tangle were it not for the "Keep to the Right" Rule

the other would turn. They would have to slow down and signal to each other. Even then one might misunderstand the signal. It is a great time-saving and accident-saving help to have as a rule of the road, "Keep to the right." In Canada and England the rule is "Keep to the left."

Homes have Rules

9. In most homes you will not see printed rules tacked on doors or walls, but nevertheless rules are observed there. When each person gets up in the morning he strips his bed and sees that the windows are open wide — this is a rule. Breakfast, dinner, and supper all come at certain times — more rules. At the table each person waits until he is served — another rule. All these rules are useful to every member of the family. Suppose that the fifteen-year-old member of this family wanted his supper at five o'clock instead of at six. Either he would have a poor supper or those who ate at six o'clock would have an unsatisfactory meal. Vegetables that are just right at five o'clock cannot be just right at six o'clock. Meat that is being cooked for a six-o'clock supper will not be ready to serve at five o'clock.

Even Persons who live alone have Rules

10. Although many persons are not well enough acquainted with themselves to know it, everybody likes the help of rules. Even men who live alone make rules for themselves. A college student who was tramping through Oregon for his health lost his way and wandered about for days in a large mountain forest. He finally came upon a hut in which lived an old man. For three years this man had not seen a human being. His nearest neighbor, he said, was forty miles away. There were no people and no rules or laws to curtail his liberty. But strange to say, stuck in the frame of the cracked mirror was a piece of paper on which the hermit had carefully written, in bold black letters, the following sentences:

RULES FOR THIS WEEK

1. Read one good poem every day.
2. Improve my cabin a little every day.
3. See one beautiful sight each day.
4. Be sure to take a bath every morning.
5. Drink only one cup of coffee a day.
6. Do a little mending every day.

11. When the young man spoke about these rules the hermit replied: "I found the rules of towns irksome. I wanted to be free, so I came up here. It seemed like heaven at first. But I soon found that I neglected to clean my cabin. Holes came in the roof. I worked a little when I felt in the mood, but some of my dishes were always dirty. My clothes were always frayed somewhere. I even neglected to bathe every day. After a time I came to my senses and realized that, unless I wanted to become a mere animal, I must make rigid rules for myself and live by them. Now I get up at sunrise no matter what the weather. I never miss my cold bath. I wash every board in these two rooms with warm water and soap each day, and also do some simple thing that will make the cabin stronger and more homelike. No city house has more convenient little devices than this now has. Some of the rules I change each week. Last week my first rule was 'Read a good story every day.' Soon I shall add a seventh rule: 'Cut a little firewood every day,' for I must begin on my winter's supply."

Washington and Franklin were helped by Rules

12. When Washington and Franklin were young they felt the need of rules. In his notebook Washington copied down one hundred and ten "Rules of Civility and Decent

Behavior in Company and Conversation." He did not make these for himself, but gathered them from various sources. From all that we can learn now, he tried to use these merely as helps. Most of them make very good rules for us to go by to-day. Here are two:

When you meet with one of greater quality than yourself, stop and retire, especially if it be at a door or any straight place, to give way for him to pass.

Make no show of taking great delight in your victuals; feed not with greediness; lean not on the table; neither find fault with what you eat.

13. Some of the interesting and helpful rules that Franklin tried to live by are:

Drive thy business, let not that drive thee.
Never leave till to-morrow what you can do to-day.
Keep thy shop, and thy shop will keep thee.

Another Name for Rules is Regulations

14. Still another name for rules is "regulations." All factories, stores, railroads, and offices have to have regulations. At one of the largest shoe factories in the country the great gate is shut and locked exactly at 7.30 every morning. No employee who is outside the gate at 7.31 can enter at all that morning. And of course he loses a half-day's pay. This seems a harsh rule, but the managers found that without it sometimes a third of the machines would be idle for the first half hour. This meant that about one thousand fewer shoes would be made than when all the employees began work promptly at 7.30. The factory-owners have to know exactly how many thousand pairs of shoes they can turn out in a

day. Otherwise they cannot keep their promises to the dealers. And broken promises will spoil any business. It is therefore for the good of the factory that every worker be

Five Minutes Late. They lose a Half-day's Pay

at his machine on time. It is also to the advantage of the worker, for each additional hour of work means money in his pay envelope.

15. No business house can long prosper without regulations of the right kind. Suppose the only rule of an office is that

all employees must work eight hours a day. Nothing is said about when they shall begin work. Perhaps one stenographer likes to lie abed mornings, and does not appear at the office until ten o'clock, while the man whose letters she writes gets in at eight. The telephone girl may prefer not to work mornings at all, but is perfectly willing to stay at the office from twelve until eight in the evening. But everybody else leaves at five, so for three hours this girl has nothing to do. Such an office would always be topsy-turvy.

16. To prevent such an unpleasant situation all offices have certain rules, or regulations, which employees must observe. Schools also have similar regulations. If pupils could come to school at any time of day, there would be hopeless confusion and waste of time and money. Perhaps the arithmetic class recites at ten o'clock every morning. If some pupils should not come to school until eleven, either they would miss the arithmetic altogether or the lesson would have to be repeated for them. Anyone can readily see that school must begin for all pupils at the same time and that classes must come at specified hours. Not to have regulations would be the height of folly.

17. Railroad time-tables are merely sets of regulations. If you wish to go to a certain town, you must take the trains that are indicated on the time-table. You can go only at the stated times — not when you please. Neither can the engineers and conductors start their trains only when they please. The railroad managers have drawn up a set of rules for engineers and all other trainmen and for all passengers to go by. The figures of the time-tables are merely a shortened form of these rules. Hopeless confusion and hundreds of accidents would result without such rules, or regulations.

No Person is above the Law

18. Every American believes in the "square deal." That is, there must not be a rule for one person and not for another. If we prevent one person from spitting on the street or in public places, we must prevent all persons from doing it. There is no person in the United States who is above the law. Even the president must obey all the laws, just as the humblest person must. When he visits the Congressional Library he must have his umbrella checked. His chauffeur must turn to the right whenever he meets another automobile. In the army and navy, no matter how rich or famous a boy's father is, the boy must obey the same rules as the boys whose fathers are humble and obscure. In the Great War the sons of three of our presidents and many young men who were heirs to millions fought side by side with poor boys and obeyed the same rules.

19. General Grant was in New York City at one time when a great fire started in the business section. Scores of fire engines and hundreds of firemen were rushed to the scene. Many people came to look on, but the police roped off a danger zone and allowed no one to pass through it. Grant was one of the watchers. In his interest in the battle between men and fire he walked under the ropes, nearer to the firemen. A policeman took him by the arm and brusquely told him to "get out." Although Grant was famous the world over as one of America's greatest generals and had been the country's president, he knew that a rule which applied to everyone else applied also to him. Without a word he turned and walked away.

20. A similar incident occurred in one of our military camps in 1917. A newly enlisted soldier was on guard at a certain building. His superior officer had told him to allow no person to enter without a written pass. During the morning the chief officer of the camp came rushing up and was half through the doorway when the young guard stopped him. "I am not allowed to let anyone through without a pass," he explained. The officer blushed, bit his lip, then opened his memorandum, and made out a pass for himself. The guard then allowed him to proceed. Even if the officer had insisted on entering without a pass, the young soldier would have had no right to disregard the orders given him.

Those who enforce Rules must see that no Injustice is done

21. Those who make the rules or laws do not intend that there shall be any unfairness, but sometimes those who take the part of policemen, guards, and the like do not do their full duty. Perhaps if the policeman had known who General Grant was, he would not have warned him out of the fire zone. Some young soldiers might not have had courage enough to demand a pass of the officer. But this is not the fault of the rules.

22. If the policeman at a corner allows those who pass him to spit on the sidewalk, he is at fault and so are the persons who hired him. If he "looks the other way" when he passes a fire escape clogged with boxes, mattresses, and the like, he has failed in his duty. An obstructed fire escape may mean lost lives. If a conductor allows a drunken man to ride on his car he is breaking a rule, but those who hired

him are also responsible. The chief of police should discharge a policeman who fails to do his duty, and the street-car company should discharge employees who do not enforce their rules. If they do not, they too are breaking rules.

Some Policeman has not done his Duty. Littered Fire Escapes are against the Law

Laws are Necessary to protect Liberty

23. Since so many rules and laws are *Don'ts* of some kind, the question has often been asked, "If this is a country of liberty, why are there laws?" Laws and rules help to secure liberty for the largest possible number of people. By having a law to prevent stealing we are simply making it safe for all the honest people — and there are far more honest than dishonest persons in the world — to own whatever will add to their usefulness and happiness. Everyone

is at liberty to do what he pleases, so long as he does not harm himself or others. Greater liberty than this no country, state, city, or town can offer.

24. In New York City one day two foreigners were arrested for urging men to disobey one of the new rules of the United States. It was in 1917, and because a terrible

The Policeman helps prevent Accidents

enemy was threatening the whole nation, Congress had passed a law that all able-bodied young men between the ages of twenty-one and thirty-one should hold themselves ready to fight for their country. The foreigners went about talking to young men as follows: "This is a free country. You should be allowed to live your life as you please. Your government has no right to make you fight against your will. Stand up for your rights."

25. But one night, when the two men were addressing a meeting, some trouble-makers started a riot. Chairs and clubs were thrown about, and even the lives of the two speakers were in danger. One of them managed to get to a telephone, and sent an urgent call to the police to come to their rescue and arrest the rioters. This man probably did not realize what a curious thing he was doing. For weeks he had given all his time to urging others to disobey the draft law; but when his own safety was threatened by men who were breaking the law that forbids rioting, it was another story. You will always find that the person who complains the loudest that his liberty is being curtailed by some law is very anxious that all other persons shall carefully obey the laws which add to his own comfort or safety.

26. It is also well to remember that most rules and laws are preventives. One reason for drafting young men into the army was to *prevent* a ruthless enemy from invading our shores and destroying our towns. The rule forbidding overspeeding by automobiles is to *prevent* accidents. The law which requires a certain part of a man's property to go to his wife and a certain part to his children, on his death, is to *prevent* quarrels and confusion. Anything which prevents disaster or trouble adds to our liberty instead of taking from it.

There must always be Laws

27. Rules and laws are not modern inventions. They are older than any person now living. There always have been and always will be laws of some kind. Even if you tried, you could not get away from many of them. Suppose that you were Robinson Crusoe on an island, without even

a man Friday. The laws of heat and cold, work and rest, health and sickness, would follow you about from morning till night. It is a rule of nature that if the body gets too cold it suffers, and that if the cold is great enough death will result from freezing. Nobody would think of saying that nature was interfering with a man's liberty by making it necessary for him to protect his body from cold and heat. Even a Robinson Crusoe cannot escape nature's laws.

Laws for One Hundred Million People

28. But the more people there are in the world, the larger the number of rules that are necessary. A family of two does not need so many rules as a family of five. If a large number of rules are needed to make an office of twenty people run smoothly, perhaps you can imagine how many rules of various kinds are necessary for a country of one hundred million people like the United States.

QUESTIONS AND PROBLEMS

1. What is a rule? Give one rule that you have learned in arithmetic; one that you have learned in grammar. Is it easier to solve examples with the help of a rule?

2. The text says that the purpose of most rules is to help people. If a field in the country has a big sign, "Positively No Trespassing," tell how this rule might really be for the good of the man who wanted to cross the field.

3. You probably often visit a public library or a museum. What rules do these have? If they have printed rules, get a copy and bring to class. Tell which rules you approve, which you would change, and what new ones you would add.

4. Should a person obey a rule even if it does not seem sensible? Give reasons for your answer.

5. A great many rules are necessary because people are careless and thoughtless. Tell about several such rules.

6. Find out from your doctor what are the diseases that cause the board of health in your town or city to quarantine a sick person. In order to understand why a certain disease is included, find out what causes the disease.

7. One rule of our army is that every soldier must obey his superior without questioning. Can you explain why this is a good rule?

8. Prove that most rules are only helps.

9. What are the rules of your room at school? Write these out very neatly as a kind of composition. Make a complete sentence of each rule, being careful of capitalization and punctuation. Your page may begin something like this:

RULES FOR ALL THE PUPILS IN ROOM 10

1. Every pupil must be in his seat by five minutes before nine.
2. All outside garments and rubbers must be left in the dressing room. If the room is cold, pupils may wear their coats.

10. What rules do you have to study by?

11. Every home has at least a few rules. What rules does your home have?

12. Your teacher will ask each pupil to tell what is the occupation of his father. For each different occupation represented some pupil will be asked to find out what are some of the rules of the office or factory where his father works.

13. The most successful farmers are the ones who have the best rules. If you live on a farm, make a list of the rules that are necessary to make things run smoothly.

14. Most of the men and women that you admire have one or two rules that have especially helped them. Can you find out what these are? Sometimes such rules are written in the form of mottoes. 15. What other name is given to a rule like "Keep thy shop, and thy shop will keep thee"?

16. Tell about the Oregon hermit.

17. What are regulations? Explain how a railroad time-table is a set of regulations.

18. Does your school have any kind of club? If it does, it must have a set of regulations. Tell what these are and why they are necessary.

19. Ask some boy or girl who has a position what rules they have to observe.

20. Explain one way in which the laws of the United States are fair. Can anyone live in this country and not obey the laws?

21. Suppose that your father is worth $1,000,000 and you have enlisted in the army. If you were told to peel potatoes for dinner, could you refuse? Explain your answer.

22. The strictest rules ever made are to be found in the army. Why is this?

23. A policeman or a military guard can do favors for his friends when in plain clothes. Then why can he not do favors for them when wearing the uniform?

24. How long have there been laws? How long will there be? Why? 25. What is a law of nature? How old are such laws?

26. Why is it that two people need more rules or laws than one person?

27. The American Indians had very few laws. The American nation to-day has thousands of laws. Explain what this difference means.

CHAPTER XIV

THE PEOPLE GOVERN THEMSELVES BY MEANS OF LAWS

1. You have already been told that there are various names for rules — helps, regulations, laws. In speaking of the schoolroom, business offices, factories, and stores we usually say either rules or regulations. But when we talk of the rules that towns, cities, states, and the nation make, we say "laws." Did you ever realize that what we call government is built up on laws?

What Government Is

2. People write and talk a great deal about government — the government of the United States, the government of Kansas, the government of New York City, etc. But if you should ask them just what they mean by this word, many of them would not know what to say. The word is a little high-sounding, but its meaning is simple. Government is merely people and their laws. Some of the people make the laws, others carry out the laws, and all the people are helped in some way by them.

A Large Army of Lawmakers

3. It takes a large number of people to make the laws. In the towns and villages of New England it is all the voters, in the cities it is the aldermen or councilmen, in the states

it is the members of the senates and the houses of representatives, in the nation it is the members of Congress. The president, his Cabinet, the governors of the states, the mayors, the trustees, and the selectmen also help, directly or indirectly, to make and enforce the laws.

All of the People, as well as Some of the People, make the Laws

4. The people of the United States govern themselves through representatives, and it is these various representatives about whom we studied in an earlier chapter who make the laws. Since *all* the people help to choose these representatives, it is *all* the people who make the laws. Remember, therefore, when you hear a person complain because he cannot leave his ash barrel out on the sidewalk as long as he pleases, and cannot have a bonfire in his back yard without getting permission from the fire department, that he is really finding fault with himself. If you or your father or mother think that a law should be changed, write this out in the form of a letter to your representative and take it from house to house. Ask everyone that you know to sign it. Get several hundred names. Then send this to your representative. Until a person has done as much as this, he has no right to be a grumbler. Grumblers are often people who are too lazy to do their share of the town's and city's work.

Carrying out and Enforcing the Law

5. It takes a large army of people to see that the laws are carried out. These have so many different names that we cannot give them all here. There are thousands of inspectors who

go from factory to factory, from store to store, to make sure that the laws about fire escapes, fire extinguishers, hours of employment, sanitary arrangements, and the like are being observed. Food inspectors are employed to visit cold-storage houses, markets, wharves, stores, to see that impure foods are not being sold. In most cities every large building has to be inspected to make sure that it is strong and safe. Recently a brick apartment house in Chicago collapsed during a heavy wind. A building inspector had seen it and "passed" it, but he had not done his work well. The law was all right, but the inspector was inefficient. There are school boards whose whole time is spent in carrying out school laws. Perhaps the state has just passed a law that thrift must be taught in the grades. In addition to their regular work, therefore, the school board must make a plan for teaching this additional subject. They must decide whether they will have school banks or thrift clubs and what textbook they will use. The fire department carries out certain of the fire laws; the other departments carry out other laws.

Copr. Underwood & Underwood

A Volunteer Policeman

Post-Office Employees and the Law

6. Post-office clerks and postmen are known to everyone, but how many of you realize that they are carrying out certain laws? There are laws which require the Post-Office Department to collect and deliver mail and packages to every part of the United States. The man who leaves at your door a special-delivery letter is simply doing what the law requires him to do. Policemen are also employed to carry out laws. They are to keep the streets clear, to see that automobiles do not overspeed, that school children get safely across the streets, that persons hurt on the streets are cared for, that thoughtless boys do not injure property, etc.

Policemen, Lawbreakers, and the Courts

7. Policemen have other special duties connected with the laws. They must arrest those who break laws. This is only a small part of their work, but an important one. Unfortunately there are many ignorant or mistaken men, women, and even children who will do things which are harmful to others. Some automobilists are reckless enough to drive their machines at full speed through crowded streets. Police officers must stop them, take their number, and report them. Pickpockets, safe robbers, apple stealers, and every other harmful sort of person must be prevented from doing further harm.

8. For several years in one section of New York City there were "kid cops," boys and girls from twelve to fifteen years of age who helped the regular policemen keep order and see that the laws were obeyed. These young volunteer policemen were organized into companies which had captains, lieutenants, and sergeants. Some of their duties were

to help keep the streets clean, to see that garbage cans were in proper condition, and to prevent families from placing obstructions on fire escapes. In many schools pupils have been organized not only into school police squads but into "make-believe" towns and cities, which elect their own officials. They have even made their own school and playground "laws" and have helped the teachers to enforce them.

In This School the Boys conduct their Own Court

9. Courts have an important work to do in carrying out and enforcing laws. The court must decide whether the boy who was caught with his pockets full of apples stole them or came by them honestly, whether the man whom the policeman arrested was the one who robbed the safe, or whether the policeman got the wrong man. The court not only has to decide such things but must see that lawbreakers are punished. The law which forbids stealing tells how thieves are to be punished. The law which says that

food must not be adulterated tells how men who mix sand with sugar and sell spoiled meats are to be punished. Sometimes it is the judge who decides whether or not a person is guilty of wrongdoing; but whenever a person is accused of some grave offense such as forgery, bank robbery, killing, or treason, it is a jury of twelve men that decides whether the prisoner is guilty.

Courts that settle Disputes

10. Some courts have nothing to do but decide about lawbreakers, but there are other kinds of courts whose business it is to explain and untangle the laws and to settle disputes. Here are a few of the tangles and disputes that they have to deal with:

1. A man buys a house and lives in it for several years. Suddenly a stranger from another part of the country appears and says that the house belongs to him. The two men go to court to find out who really owns the house. 2. A man dies and leaves all his property to his son. His wife wants some of the money. The son refuses to give up any of the property, so they both ask the court to decide what shall be done. 3. A man owes his doctor a large sum of money. He says that he cannot pay it. The doctor thinks he can, so he asks the court to decide what shall be done.

The Supreme Court at Washington

11. Since it is by means of laws that we govern ourselves, it takes many courts to explain and enforce the thousands of different laws. There are several different kinds of courts in every state. They are all important, but far more important than these is the Supreme Court at

Washington, which is known all over the world as the most remarkable court of its kind. When the people find that a law works injustice, they can have it carried to the Supreme Court to be tested. The nine keen, patriotic lawyers who form this court must study this law carefully and test it by the Constitution of the United States, which is the supreme law of the land. If these men find that the law does not fit into the spirit of the Constitution, then it becomes a dead law. Much of the work of the Supreme Court is that of explaining laws that are not clearly understood.

Lawyers and Newspapers

12. Lawyers and newspapers also help in explaining and carrying out the laws. When a man starts a business, or buys property, or makes a will, he usually asks a lawyer to help him, so that he will not do anything contrary to law. This is sometimes expensive, for the best lawyers often charge large fees. But no important piece of business should be undertaken without knowing exactly what the laws say about it. Newspapers frequently take pains to explain the most important new laws. For instance, when in 1917 Congress passed a law placing a special tax on candy, express packages, salaries, and many other things, to raise money for war purposes, most large newspapers in the United States published this law in full. To find out how the tax affected him, a person had only to read the newspaper carefully. In most large cities there are legal-aid societies which explain the law to people who cannot afford to pay a lawyer.

13. Farm papers often explain the laws which affect farmers, the carpenters' journals explain the laws which

affect them, and so on. No person should be wholly dependent on a lawyer. There are books and papers that will give safe information. Get as much as you can from these. Remember that every law is printed and that large libraries contain copies of most of them.

Ignorance and Laws

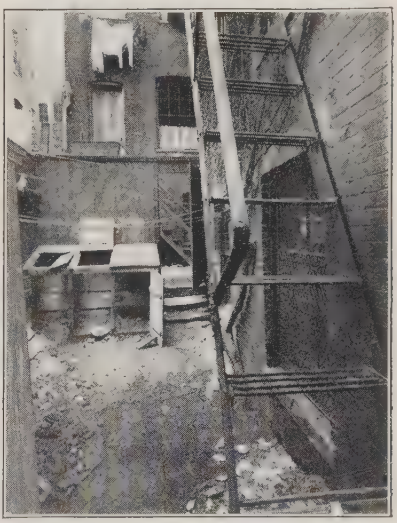
14. Many times in this book you will read how great an enemy ignorance is. Often a man thinks that he is unjustly treated, when the truth is that most of his troubles are due to his own ignorance. The poorer a man and his family are, the greater the harm ignorance can do them. If the rich man through ignorance breaks a law and is fined by the court, he quickly pays the fine out of a full purse. The poor man, however, may have to borrow the money and go without an overcoat all winter. It is therefore worth the poor man's while to learn all that he can about the laws and customs of the town and state in which he lives.

15. Ignorance not only costs the poor man more money than he can afford, but it often deprives him of comforts and what people call rights. If all the poor people of a city knew about the laws that have been made to protect them, they would have cleaner, healthier houses. Here are a few of the many laws which one large city has to protect the poor:

1. The owner of every tenement house shall provide therefor suitable, covered, water-tight receptacles, satisfactory to the board of health, for ashes, rubbish, garbage, refuse, and other matter. No person shall place ashes, rubbish, garbage, refuse, or other matter in the yards, open areas, or alleys connected with, or appurtenant to, any tenement house except in suitable receptacles provided for the same.

2. . . . The owner or lessee [of any tenement or lodging house] shall well and sufficiently to the satisfaction of the board of health whitewash and cleanse the walls and ceilings thereon at least once every year in April or May ; and he shall have passages and stairs kept clean and in good condition.

3. Public halls and stairs in all tenement houses now existing or hereafter erected more than three stories in height, and having more than eight suites, shall be provided with proper and sufficient lights to be kept lighted during the night.



The Owner of This Block is breaking the Tenement-House Law

16. This city intends that all tenement houses shall have light and air and be kept clean and in good repair. If you live in a house where the stairways are rickety, the walls black with dirt, and the yard filled with rubbish, you should at once notify the board of health. This board will compel the owner of the house to live up to the law. If a man writes to his board of health and gets no reply, he should either write a second letter or ask his minister, or his doctor, or a school-teacher to write for him. Many a family lives in a dirty, out-of-repair house just because it does not know what the law is. It is a pity that ignorance can keep so many people uncomfortable.

Laws cannot enforce Themselves

17. There is no power in a rule or law itself. As you already know, all laws must have enforcers. There are two kinds of enforcers — those who are hired for that purpose (policemen, inspectors, guards, judges, etc.) and everybody else. It is this "everybody else" that is most important.

Every Person a Policeman for One Person

18. "Everybody else" is every person outside a jail and an insane asylum. It is boys and girls, men and women. Each person can act as policeman to one person, and that is himself. You can and should prevent yourself from riding your bicycle on the sidewalk, from spitting in public places, from playing truant, from injuring another person's property. Even if you are the only person in the park, you should be such a good policeman that you will keep yourself from throwing your newspaper or your banana skins on the grass. You can, of course, wait for the truant officer to make you go to school or for the policeman to prevent you from doing any of the many things which are against the law. But the American citizen who respects himself and is respected by others is the one who makes himself respect all rules and laws.

Laws are constantly Changing

19. Homes, businesses, and people are constantly changing, so that rules and laws must also be changed frequently. This is one reason why business firms have monthly committee meetings and why city councils and the state and national congresses meet frequently. In some towns there was once a

law that a night watchman must pass through the streets at night, calling out each hour and crying, "All is well!" But when clocks became so cheap that every family could have one, and all towns had street lamps, the night watchman was unnecessary, and the law useless. Since gasoline was discovered every state has had to make laws regulating its use, in order to prevent disastrous fires. Automobiles, likewise, have made necessary dozens of new laws. In our great-grandmother's day women worked long hours in their homes, but were never employed in factories. When they began to work in factories, stores, and offices, then special rules had to be made to protect them from too low wages and from the deadly strain of too long hours of labor.

Copr. International Film

Another Volunteer Policeman

Our Future Lawmakers

20. The pupils who are in school to-day will in a few years be the country's lawmakers. There will be many old laws to discard, some to change, and new ones to make. It

is necessary, then, for young people to begin at once to keep their eyes open. Remember that every rule and law should be a help to a large number of people and do an injustice to nobody. It is not too soon for all of you to begin planning what new laws you will try to make. Perhaps the following incident will suggest something you can do if your fathers and brothers, who are already lawmakers, do not get ahead of you:

A truant officer in a large city reported to the superintendent of schools that a Mrs. Allen refused to take her thirteen-year-old son out of the mill and send him to school. The superintendent sent for the mother and asked her if she did not know that she might be arrested for disobeying the law. She was pale and tired. She explained that her husband was ill with tuberculosis and would never be able to earn his living again. She had three children, the oldest one being the boy who had left school for the mill. She herself was not strong enough to take care of her house and at the same time earn the necessary money for rent and food. The oldest boy was large, strong, and willing to work. What right, she asked, had the town to keep the boy in school and thus prevent the younger children from having enough to eat?

21. The superintendent had to admit that something was wrong. It was not, however, the law compelling children to go to school. Another law was needed in that state and all others. Children must not go hungry. Neither must their mothers. Strong men and women never grow up from hungry children. The nation wants only healthy citizens. There ought to be a law, therefore, that will require towns and cities to provide enough money to enable every honest poor mother who has children of school age to feed and clothe them.

QUESTIONS AND PROBLEMS

1. Explain what government is.

2. What is a rule? What is a law?

3. The text says that it takes a large number of people to make the laws. Why cannot a few people do this work?

4. Who makes the laws for your town or city? Describe one law that your town or city has made during the last year. Be sure that your information is correct. Your teacher will ask you how you learned about this.

5. In some states all the laws which are made at the capitol begin with the words, "Be it enacted by the people of the state of," etc. Explain what this means, especially the words, "by the people."

6. Look through yesterday's daily paper to see if you can find any mention of a new law that has either just been made or will probably be made in any part of the United States. If you find such a news item, bring to class either the paper or a copy of the paragraph.

7. To inspect means to "look at closely." Therefore an inspector is a person who looks at something with great care. Why, then, is it helpful to have food inspectors?

8. Almost every state has many laws protecting the health of children. Some of these deal with milk. Who inspects your milk? How does he do this? Whom should you notify if your milk is blue and thin?

9. Did you know that some states have a law forbidding any person to put anything but milk in a milk bottle? We have said in the preceding chapter that most laws are reasonable and helpful. Show how this law is both reasonable and helpful.

10. What does a building inspector do? 11. How does your fire department carry out laws? 12. Explain how post-office clerks carry out laws.

13. Name as many as possible of the other officials in your town who help carry out or enforce the laws.

14. What is a lawbreaker? Have you ever seen such a person? If so, tell about it.

15. People often break laws through ignorance. A man who had been in this country only a short time earned his living by selling shoe strings and pencils on the street. One day a policeman asked to see his license (a license is a written permission to sell something). The man had none, and did not know what the officer meant. He was arrested and brought to court, where the judge fined him five dollars. This man did not intentionally break a law. Do you know any other law which people may break through ignorance?

16. What does it mean to "arrest" a person?

17. What is a pickpocket? What is an apple stealer? Is there any real difference between the two? 18. Should a boy or a girl who steals apples be arrested?

19. Have you ever been in a court? If so, describe what you saw and what took place. 20. If you have never been in a court, have you ever read about one or seen one in the "movies"? If so, tell about this.

21. In what way are courts necessary? 22. What do courts do besides punish lawbreakers? 23. Who are the court officials?

24. Suppose a boy runs away from home and does not return for thirty years. No one recognizes him. His family refuse to give him the share of his father's property that he claims belongs to him. How can he prove that he is the long-lost son?

25. What is a lawyer? 26. How can a lawyer help people? Name a famous president who was a lawyer. 27. If any boy in your class is planning to be a lawyer when he grows up, ask him to give his reasons for choosing this occupation.

28. The Supreme Court at Washington has been called "the defender of the liberties of the American people." Can you tell why?

29. How can a good newspaper help a person learn about laws and what they mean?

30. Show how poor people often suffer simply because they are ignorant of the laws made to help them.

31. Will a law enforce itself? 32. Can anyone but a policeman or an inspector enforce a law?

33. Tell why old laws sometimes need to be repealed and new ones made. Ask your father and mother if they know of any law that should be repealed. 34. Can you think of any stupid laws? What should be done about these?

35. Who will be the lawmakers twenty years from now?

CHAPTER XV

PAYING THE PEOPLE'S BILLS

Where does the City get its Money?

1. Who pays your school-teacher, your postman, your policeman? Post offices, courthouses, capitol buildings, schoolhouses, — all must be heated and kept clean. Coal, soap, and scrubwomen cost money. Where does the money come from? Strange as it may seem, some people do not know. They act as if there were secret sources of wealth to which towns, cities, and states could go whenever money was needed. Perhaps they are like a boy who went to a bank one day and asked for some money. Of course the cashier asked him to show his bank book. The boy looked dismayed. "All I want is about five dollars," he explained. He was a crestfallen-looking lad when he learned that only a person who had put money into the bank could take money out.

2. One day in a city printing office a new stenographer went to the head bookkeeper and said: "I think there must be a mistake in this bill. We charge only ten dollars a thousand for a twenty-four-page circular. This bill is made out at the rate of twelve dollars a thousand. Shall I have it corrected?"

"Oh, that's all right," replied the bookkeeper. "Those circulars are for the city, and we always charge more for city work."

The stenographer asked why, and the only reply she got was, "The city has money to burn." This certainly was a peculiar answer. Although the bookkeeper was a middle-aged woman and had lived in the city all her life, she did not know that she herself would have to help pay the extra two dollars. Perhaps fewer people would cheat the government if they understood that all of the government's money has to come out of the people's pockets. Let us see, in the following pages, how this bookkeeper helped pay the city's bills.

Getting Money for the City by Taxes

3. Every person who owns land or a building or other property must pay the town or city a certain sum of money once a year. This money is called a tax. Suppose this tax is $20 for every thousand dollars' worth of land or buildings that a person owns. Then if a man has a piece of land worth $3000 and a house worth $6000, he must pay the city $180. All such money is placed in a bank to the credit of the city. At the end of every week or month the city treasurer draws out some of this money to pay the school janitors, the teachers, the principal, the policemen, the printer, and all other city expenses.

4. We have said that the American people believe in a "square deal" for everybody. Does it seem fair to make only the people who own property pay for city or town expenses? A man may own a dozen houses but have no children. Should he help to pay for schools for other people's children? Good streets, electric lights, a beautiful public library, large playgrounds, benefit all the families of a community. Then should not all the families help pay for them?

Men who own Houses and Men who rent Houses help pay the City's Bills

5. Before wasting too much sympathy on the property-owners, we would better ask where the man who owns houses gets the money to pay his taxes. Perhaps he has three houses. He lives in one and rents the other two.

Copr. Publishers' Photo Service

This House is taxed to help pay for School-teachers

He pays his tax out of the rent which the two houses bring him. Perhaps the Smith family lives in one house and the Jones family in the other. Each family pays him thirty dollars a month rent. This means that in a year's time he is paid seven hundred and twenty dollars by Mr. Smith and Mr. Jones. A part of this money goes to the city treasurer. So it is really some of Mr. Smith's money that helps pay the printer's bill and the teachers' salaries.

Roomers and Boarders help pay the City's Bills

6. The bookkeeper who told the new stenographer that the city had "money to burn" rooms at the Smiths' and gets her meals with the Joneses. The four dollars a week that she pays for her room helps pay the Smiths' rent. The six dollars that she pays the Joneses for her meals helps pay their rent. So part of the bookkeeper's money goes to pay for the printing that was done in the office where she worked.

Storekeepers help pay the City's Bills

7. But there is still another way in which not only the owner of the two houses but Mr. Smith, Mr. Jones, and the bookkeeper help pay the city's bills. All storekeepers pay rent to those who own the store buildings. The butcher adds enough to the price of his sausages, chicken, and stew bones to pay his rent. The man who sells candy, shoes, books, or anything else does the same. So a little of the eight dollars which the bookkeeper paid for a raincoat and of the twelve dollars that Mr. Smith and Mr. Jones had to pay for a barrel of flour went toward the storekeeper's rent. Some of this rent went to pay taxes. And so it goes. It is all a story a good deal like that of "The House that Jack Built."

Property-Owners pay Larger Taxes than House-Renters

8. While the Mr. Smith who lives in a rented house helps indirectly to pay taxes, the owner of the house has to pay much more. He must pay not only the indirect taxes on meat, clothing, and fuel but also the direct tax to the city treasurer.

What happens when Someone cheats the City

9. But how do the bookkeeper and the other people of the city help pay for the overcharge that the printing office made to the city? The more money the city has to pay out, the more must come in. Suppose that suddenly all the people who work for the city cheat a little. They either do a little less work than they are paid for or they overcharge for what they do. The city treasurer finds that there is not enough money to pay all bills. So the city officials say: "Last year we charged twenty dollars for every thousand dollars' worth of land and buildings that the people own. This year we shall have to charge more or cut down expenses." Cutting down expenses might mean having fewer policemen, reducing teachers' salaries, going without a needed fire engine, using fewer street sprinklers. Cities and towns hesitate to cut down expenses of this kind,

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The Tax on this Building helps pay for Schools

for the voters are sure to find fault. This must often be done, however, but the more usual way of getting the necessary money is to make property-owners pay a larger tax.

10. The result is that the owners of stores and houses ask more rent. The storekeeper therefore raises his prices. He charges a little more for his sausages, flour, shoes, raincoats. The owner of the houses rented to Smith and Jones also raises the rent. Mr. Smith then proceeds to charge more for the room which the bookkeeper rents from him. She must either pay the higher price or look for a room that is smaller and less attractive. Mr. Jones, also, either goes up on the price of meals or gives less cream, less roast beef, and more thin milk and codfish. No matter how hard they try, neither the Smiths nor the Joneses nor the bookkeeper can avoid helping pay those who cheat the city.

11. If you ever work for the city, the state, or the nation, remember that you yourself must help pay in cash for every hour of the government's time that you waste, for all the paper that you spoil, and for all the poor work that you do.

It is Cheaper to pay School Taxes than to have No Schools

12. A little New England town once had a troublesome old lady. She owned a fine large house and several small houses, on which, of course, she had to pay a tax every year. She was selfish and ignorant, although she did not know it. Every year at tax time she talked a great deal about having to pay the bills of poor folks. She "didn't see why children had to have steam-heated schools and free textbooks." She had no children of her own, and if there had been no school her tax bill would not have been so large, she thought.

13. The principal of the school was a loyal citizen, and knew that if wisely spent, the more money used for the schools, the more safe and prosperous the village would be. But the old lady's influence was so great that he found it difficult to get money enough even to buy the books that were needed. The histories that the classes used ended with McKinley's administration. Half of the geographies looked as if the rats had made many meals from them. Finally the principal decided to try an experiment.

14. One of the cottages that the old lady owned was then empty. The principal rented this cottage, then drove back into the hills five miles from the village. He went to one of the families there and told them that if they wanted to live in the village through the winter they could have the rent of this house free. The family moved. Three months later a friend called on the selfish old lady and said: "What a queer family you have in that last little cottage of yours. Half the windows are broken and stuffed with newspapers. The woodpile is in the front yard. The children act like little heathen. All the good families are moving away."

15. Much alarmed, the owner of the cottage sent for her automobile and was driven to the cottage. Just as they drew up in front of the gate, bang! went one of the tires, and the chauffeur reported a bad puncture. "The road's full of broken glass," he explained. "The boys who live in the cottage evidently amuse themselves by breaking bottles in the street." The chauffeur rang the bell. An untidy woman opened the door, and looked at him insolently a moment. "I ain't no time to talk with the likes of you," she said shortly, and banged the door in his face. As they drove away, the owner of the house saw three boys building a

hencoop in the side yard with boards which they had taken from the fence.

16. In great indignation the woman sent for the principal. "I won't have heathen in any of my houses," she said. "They are ruining it. It will cost at least a hundred dollars to put it in repair and fifty dollars for a new tire for my automobile."

Somebody has to pay for Beautiful Schools like this. Who is it?

17. "I'm sorry," said the principal. "But this family is one of several that live back from the village, where there is no school. I wanted these children to have at least one winter of the best that our village could offer. You see, boys and girls have a tremendous amount of energy. They must do something. School gives them plenty of work and plenty of play. Then they have neither so much time nor so much desire to smash things. Of course you know that in school they learn to obey rules. You would move out of this town

in six months if all the schools should be closed. It is there that pupils learn the value of law and order. The boys in your cottage will learn in time. They probably never had to obey anyone until they came here. If they could only stay here for three years, I think you would not know them."

18. The old lady began to think. The only family that abused her property was the one that had had no schools for its children. Perhaps schools were worth paying for after all! When tax time came, she astonished the village by making no protest at having to pay for "poor children's education." She also sent the principal a check to help start a school garden. "Perhaps those awful boys will spend some of their energy hoeing," she said to herself, "instead of smashing my fences and windows."

Some Buildings are not Taxed

19. Probably in every town and city there are certain buildings which are not taxed. Public schools, colleges, churches, and public libraries are buildings of this kind. This is as it should be, of course, but sometimes there are men who find fault with it. In a certain city three valuable city lots were occupied by churches. Neither the church buildings nor the land on which they stood could be taxed. If stores had been erected on these lots, the city would have received many thousands of dollars in taxes from them. This would have given the city more money for new pavements, which were badly needed. Some of the business men thought the church societies ought to pull down their buildings, sell their land, and move out into the suburbs where land was cheaper.

20. But one day one of these men, on his way to lunch, noticed people entering and leaving the largest of the churches. Curious to see what was going on, he too

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Churches are not Taxed

entered. He had never been in the building before. It was cool and restful, so he slipped into a pew. He had forgotten that a church could be so beautiful. High above him the windows glowed purple and gold and all the hues of

the rainbow. These windows had been made by great artists, and a famous sculptor had designed the huge bronze chandelier of angels who held globes of light in their outstretched hands. Somewhere an organ was being played. He could not see it, but the music filled the church. The people came and went; some came to rest, others to see what the church looked like, and some to worship. The beauty of the huge columns of stone, the rich brown woodwork, the windows, the music, all helped to put a new light into the eyes of the people. When the business man returned to his work he had learned his lesson. He knew that no amount of tax money could make up for the loss of the churches in the heart of the city.

Taxes make Men work Harder

21. It is a good thing that all men must help pay the city's bills. Some men, if they had no taxes or house rent to pay, would not do their work so well. Strong bodies and strong characters come only from hard work. Every man knows that the amount of his wages or salary depends largely on how *much* work he does and how *well* he does it. If rent and food prices go up, he gets into his office a little earlier and tries to make fewer mistakes, hoping to have his pay increased. He spends his money more carefully. He sees that no food is wasted in his home. All this helps to make him a stronger man and a better citizen. But most important of all, high taxes and high rents make him take more care to vote for the right men to carry on the city's business. An extravagant mayor or a dishonest street commissioner are sure to help empty his pockets.

Helping to pay the City's Bills makes a Person feel Independent

22. Helping to pay teachers' salaries and the other bills of the city makes a person more independent. No poor boy wants to feel that a rich boy is paying for his education. Every man who lives in a town with well-paved streets, beautiful parks, good street lights, and the other conveniences that make life enjoyable wants to know that some of his money is paying for them.

23. The grammar school of a large city was raising money to buy a flag. The principal had announced that all day Friday pupils could leave their contributions in his office. Before Friday came one teacher went to him and said: "Some of the boys in my grade are very poor. I think that many of them ought not to give even a penny. Sha'n't I tell them they need not feel they must give?"

24. The principal looked thoughtful. "No," he replied, "I think that would be a mistake. This school belongs to the poor boys quite as much as to the rich boys. They will want the flag to be theirs also. If a boy gives nothing toward it, every time he sees it he will have a queer little feeling of regret in his throat. I'd rather a boy would work hard to earn ten cents and give that than give nothing at all."

25. There were over six hundred pupils in the school and only five failed to give something toward the flag. Probably the poorest pupil in the school was a boy who had no parents and was boarded by the state with an old lady. He did not have even a cent of his own. Yet early Friday morning he timidly left twenty-five cents on the principal's desk. To the principal's question as to how he got the money, he

said, "Why, Mrs. Adams [the woman with whom he lived] said that my desserts cost nearly twenty-five cents a week, and that if I was willing to go without either pie or doughnuts for one week she would give me a quarter."

26. Don't you suppose that boy got more pleasure out of his twenty-five cents' worth of the flag than the boy whose father gave him a dollar to use for the same purpose?

Rich and Poor pay the Taxes

27. One of the things for which America stands is equality. If the rich people alone paid for schools, libraries, and everything that makes our towns pleasant, soon a kind of wall would grow up between the rich and the poor. The rich would begin to think that they were entitled to more rights than the poor. It was a wise plan that made our people decide to give to the poor man and the rich man only one vote each, and to make both pay a share toward the expenses of the nation, state, and town.

State and National Taxes

28. Besides the taxes we have just been talking about, there are many others which affect everybody directly or indirectly. It costs a great deal to run our government. Besides the affairs of the towns and cities that have to be attended to, there are the states and the nation. There are dozens of different offices in every state capitol. These have to have furniture, light, heat, to say nothing of the clerks to do the work. The governor has to be paid a salary, so does his stenographer, the telephone operator, the janitor. Then there are courthouses, homes for the aged, and, sad to say,

jails and reform schools. These are expensive and must be paid for with the people's money.

29. The states get some of the money they need by requiring villages and cities to give to it a part of their tax money. But this is not enough. Different states have different ways of raising the rest of the money that they need. Sometimes they tax the railroads and electric-light and gas companies. Many states tax incomes and inheritances. In Massachusetts a man with a salary of $2000 must pay a tax on this, and if he inherits money, he must also pay a tax on that. Since the tax laws of no two states are just alike, you should find out for yourself what the most important ones of your state are.

Paying the President's Salary

30. A schoolgirl was asked where the government at Washington got money to pay the president's $75,000 salary, to buy coal for the capitol, to pay the judges of the Supreme Court, and to buy clothes for the soldiers and sailors. Very quickly she answered, "At the United States mint." When asked how the mint got the silver and gold to make into money, she said, "Up in Alaska and out in California."

Where our National Government gets its Money

31. There is much gold both in California and in Alaska, but it does not belong to the government. The gold is the property of the men who own or operate the mines. They can send it to the mint and get in return either gold coins or paper certificates. They pay the government a small

amount for coining the gold. But if the United States needs gold or silver or copper, it has to *buy* it from the men who control the mines. And to buy gold the government must have money. So, like the towns and cities, the United States government must get money from the people in some way. In times of peace the government at Washington gets most of it by means of what we call indirect taxes. Some of the things which we buy from China, Japan, and Europe are taxed. For example, if a department store in Chicago buys men's coats made in England, it must pay our government a duty or tax on each separate coat. If a woman goes to Paris and brings back hundreds of dollars' worth of dresses, she must pay a duty or tax on these. There is a heavy duty on tea and a light duty on coffee.

32. Most of the people help to pay even these national government taxes. The department store adds enough to the price of each coat to pay the tax. Every person who buys a pound of tea is paying a small part of the tea tax. Even Mr. Smith, his roomer, and his family are helping to heat the capitol at Washington.

Emergency Taxes

33. In times of emergency special taxes of many kinds have to be devised. In 1917 Congress passed the largest tax bill that had ever been passed by any nation in the world. A tax of one cent was placed on every letter, so that instead of a two-cent stamp a person had to buy a three-cent stamp. A person who went to a concert or to the theater had to pay a tax on his ticket. Everybody who traveled on the railroad was taxed for his ticket. Not a person in the United States escaped. This was as it should

be, for the war was threatening the safety of every man, woman, and child. A few dollars of tax money was little indeed when compared with the valuable lives that our best young men gave as their part of the greatest war tax of all time.

The People must pay for Safety

34. You have often heard this sentence: "The government of the United States is a government of the people, by the people, for the people." If this is so, and it is, then of course every person must expect not only to *have* safety but to help *pay* for safety. Those who grumble at a war tax should be made to live in a war-saddened country like Belgium, where little children were shot and fathers were sent away to work as slaves for tyrant masters. They would never again grumble about taxes.

Freedom must be paid for in Taxes of Money and Lives

35. The price of freedom is a high one. Freedom was bought for us at the time of the Revolutionary War, and the price (the tax, we might call it) was money and lives. Freedom was bought for the negro by the Civil War, and again the price was lives and money. Freedom was obtained for the Cubans in the Spanish War, and the same costly price had to be paid. And in the greatest of all great wars a terrible price had to be paid, but the millions of men who have already paid with their lives for it have died willingly, even eagerly.

36. Those who pay the most willingly the taxes of a freedom-loving government, whether with money or their lives, are its best citizens.

QUESTIONS AND PROBLEMS

1. Where does a town or city get its money? Can any person or any town treasurer go to a bank and get money? Explain your answer.

2. A town or city treasurer is a representative of the people. Explain how this is so.

3. Who chooses your town or city treasurer? When is he chosen? How much salary is he paid?

4. How can a person cheat the city? Have you ever known or heard of such a person? 5. In some cities the men who repair roads accomplish only about half as much in a day as men who work for a private concern. Are such workmen patriotic? Give reasons for your answer.

6. What is a tax? 7. The amount of money that a person pays on each thousand dollars' worth of property is called the tax rate. What was the tax rate in your town or city last year?

8. What is a tax collector? Does your town or city have one? What are his duties? 9. When and how does a person pay his tax?

10. To be either a tax collector or an assessor what studies must you have taken up in school? Would a grammar-school education have been sufficient?

11. What is the value of the house that you live in and the land on which it is built? 12. How much tax did the owner of your house have to pay last year? (If your father owns your house, ask him to show you his tax bill. Make a copy of it and bring it to school. If someone else owns the house, to find the answers to these questions you may have to go to the assessor's office at the town or city hall.)

13. Explain how the person who lives in a rented house helps pay the city's bills.

14. Suppose that you are a stenographer. You live with one family and take your meals with another. How do you help pay taxes?

15. How does the woman who buys a pound of beefsteak help the butcher pay his rent?

16. If men overcharge the city for work that they do, how does this affect taxes? 17. Explain how the bookkeeper who said that the city had "money to burn" helped pay its bills.

18. Explain how everyone has to help pay for schools. 19. Show how the person who complains at having to pay a school tax is selfish and ignorant.

20. What kind of buildings in your town are not taxed? Tell about the city man who thought that churches should not occupy expensive city lots.

21. This advertisement appeared in a Western newspaper one morning:

> FOR SALE — A whole mountain in the most beautiful part of Kentucky. Will sell part or all of it. Build your home here.

A Chicago business man was attracted by it and went down to see the mountain. Nowhere in America had he found anything more picturesque. He had almost decided to buy five hundred acres. But first he visited the nearest village. There was no church, no schoolhouse. In one house the latest newspaper was over a year old, and only one person in the family could read. Most of the children that he saw looked sick or forlorn. Finally he said to the landowner: "I shall not buy your mountain after all. It would not be right for me to bring my children to a place where there are no schools, and where the people do not read. Build a schoolhouse, hire a good teacher, and in ten years advertise your mountain again."

Suppose that you lived in this village and urged the people to have a good school. What would you say when they complained that it would make taxes high?

22. In a nation like ours it would be unfair if all the city's expenses were paid by the rich men. Explain this.

23. If you belonged to a club, would you want to be excused from paying dues because you were poor? What would you say to a boy who said he wanted only the rich boys to pay for the school flag?

24. Thousands of young men and women work their way through college every year. What does "work their way" mean? No poor college student would want a rich student to pay his bills for him. Why is every true American like these students who work their way?

25. What is a county tax? What is a state tax? (See Appendix.) Get a copy of a tax bill and be ready to talk it over in class.

26. Explain how your father helps to pay the state tax.

27. What is a poll tax? a dog license? a liquor license?
28. What is the difference between a tax and a license?
29. Different states, counties, towns, and cities have different systems of licenses. What are some of the licenses that your community and state issue? How much do these cost?

30. Explain how every member of your family helps pay the president's salary.

31. What is a war tax? Who pays such a tax? 32. Name five different ways in which you are helping pay for the Great War.

CHAPTER XVI

AN ENEMY OF THE UNITED STATES

An Inside Enemy

1. In 1917 Germany became the enemy of the United States. Germany was an *outside* enemy that we could fight with guns and swords. But the United States has many deadly inside enemies that cannot be fought so easily. One of these is ignorance. Because criminal persons are dangerous to the community, we put them in prison. But ignorant persons, who are often as dangerous as wrongdoers, we usually allow to come and go as they please. This is partly because many people have not understood how much harm ignorance can do.

2. If a History of Ignorance could be written, Americans would blush for shame at the long chapter on the United States that it would contain. At one time hundreds of women and girls in the United States were imprisoned and even tortured because they were supposed to be witches. There never was and never will be a witch. Ignorance alone was responsible for such a foolish belief. Another kind of ignorance, and a very expensive kind, that Americans have suffered from is ignorance of soils. There are thousands of farms in the United States that will not yield a living, no matter how hard the farmer works. This is because those who owned them twenty or more years ago were ignorant. They did not know that soil would wear out if not treated

properly. One reason for the high prices of foods to-day is that many acres of land have been half spoiled or wholly spoiled through somebody's ignorance.

Ignorance in Mexico and Russia

3. Why is it that we pity the people who live in Mexico? Chiefly because so many of them are poor and ignorant. They are poor largely because they are ignorant, for Mexico has great wealth. Many Mexicans cannot read or write or do any skilled work with their hands. An American in Mexico hired three carpenters to repair his kitchen. After they had worked four hours they rested a half hour, and while they rested the American accomplished, alone, more than they had in four hours. Ignorant labor is always poor labor.

4. In Russia for many centuries the poor people were very ignorant. They had no schools, no books, no pleasures. They were really slaves. Little by little their lives were made more bearable, but most of them were still kept in ignorance. So ignorant were they that in 1917 many of them thought they could do away with laws altogether. Each man began to do as he pleased. They refused to work. They seized money and land and often killed those who opposed them. Soon hunger, suffering, and disaster overtook them. In their ignorance they had not seen that without law and order there can be no food, no clothing, no prosperity.

Illiteracy in the United States

5. The United States does not want to have a single ignorant person within its borders, yet in one state alone there are more than seventy thousand persons who can neither read nor write. In the whole United States there are

more than four million such persons. These people are called illiterates. How can there be thousands of illiterates in America, the land of schoolhouses? Who are these people? There are three kinds of illiterates in the United States:

1. Americans who, as children, worked in factories and mines, or for some other reason never went to school.

2. Negroes and Indians, for whom the United States does not provide enough schools to go around.

3. Foreigners who were born in countries where there are few schools.

Testing an Immigrant Girl

6. Every person who comes to the United States from foreign countries now has to pass an examination. The government used to admit any person who was respectable and free from deadly disease. But we have learned that ignorance may also be very harmful. Now each newcomer is held at the port of landing until government officials can examine him. He is given a physical examination, a reading examination, and a "mental test" to make sure that he is not feeble-minded or mentally unbalanced. Our government now turns back all diseased and ignorant persons who come from foreign countries. Disease and ignorance are the worst enemies of any nation.

Free Day Schools

7. Our free public day schools were at first intended only for children and young people. In most states the law does not prevent men and women from going to the same school with children. But grown people would feel humiliated to be put in classes with mere children. Besides, they work all day. So for many years our schools educated the young people, but did nothing for the men and women. Finally somebody suggested free evening schools.

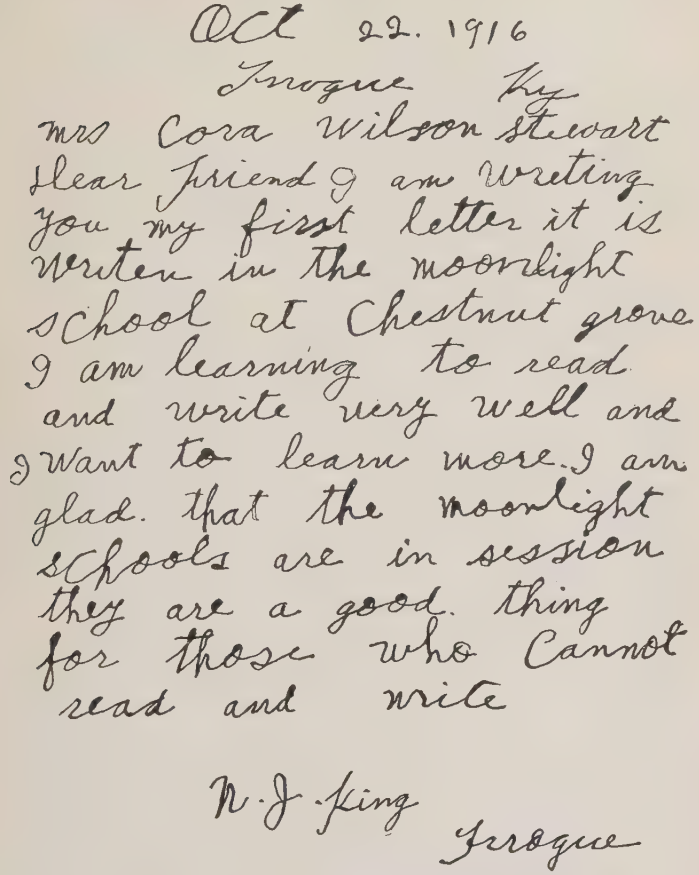
Free Night Schools

8. Most of the large cities and many of the towns now have night schools free to any man or woman, boy or girl who cannot attend the day school. In these the pupils can at least learn to read and write. This is the first step away from ignorance and toward success. When a man has learned to write what he thinks and to read what others think, he has the key to all knowledge, to every kind of occupation, and to every kind of success. Before the nurse could study nursing she had to know how to read and write. Before the bridge builder could learn to build bridges he had to know how to read and write and to use books.

Moonlight Schools

9. In the Southern mountains somebody started moonlight schools for white men and women who had little or no education. Travel over mountain roads after dark is dangerous and almost impossible, so schools were opened up only on the moonlight nights. People came long distances, and studied eagerly. One woman of twenty-five was surprised

to learn that "square" money was just as good as "round" money. Before this she had refused to accept paper money


Oct 22. 1916
Iroquois Ky
mrs Cora Wilson Stewart
Dear Friend I am Writing
you my first letter it is
Writen in the moonlight
school at Chestnut grove
I am learning to read
and write very well and
I want to learn more. I am
glad that the moonlight
schools are in session
they are a good thing
for those who cannot
read and write
N. J. King
Iroquois

because she supposed it was not worth so much. The man who wrote the letter above said that the moonlight school was the "best thing that ever happened" to him.

Day Schools for Men and Women

10. One day in a Wisconsin town a Swede twenty-eight years old appeared at the office of the school principal and said he wanted to learn to read and write English. The principal told the man he would have to attend an evening class — the day schools were only for young people. But the Swede worked all night in a bakery. He slept mornings, and his only free time was afternoons. The principal was puzzled. The Swede was willing to be put in with young boys, but none of the classes were just what he needed. The principal made an investigation and found that there were other night workers who would like to join a special afternoon class. Then he found a teacher who volunteered to teach them three hours every school afternoon.

11. There are now many similar day classes for night workers in other parts of the country. Each year there will be more such classes, for the time must come when the United States will have a school and a teacher for every man, woman, and child that needs one.

When Ignorance is Dangerous

12. The moment a person can read and write all simple words he is no longer illiterate. But ignorance is not cured so easily. Many a man who can read and write is still so ignorant that he is dangerous to the community. One day a Pennsylvania aluminum-powder mill was blown up and ten men killed. Aluminum powder will explode the moment water comes in contact with it. A new workman had been told this, but he was too ignorant to understand how anything except fire could make powder explode. His

carelessness, due to his ignorance, caused the explosion. This man, like every other person, should learn and understand everything possible about his work. The least bit of ignorance is likely to result in injury or injustice to someone.

13. When the immense New York aqueduct was being built, the laborers were in the habit of throwing their dirty water and rubbish into the reservoir. Everywhere there were signs which read:

> NO WATER, FOOD, OR RUBBISH OF ANY KIND SHALL BE THROWN INTO THE RESERVOIR

All the men could read this, and they knew what it meant, but when the "bosses" were not looking they made a dumping place of the water. One day somebody explained to them that the reservoir water was carried in pipes down to New York City for the people to drink, and that filth of any kind made water so impure that it might cause the death of babies and delicate people. Never after that did the workmen throw rubbish into the reservoir. These men could read, but they had not read *enough*. It was as if they had gone to school through the third grade and then stopped. They had never read about disease germs and how they can be carried in water.

14. The man who assassinated President McKinley committed this crime through ignorance. He believed that the President was trying to oppress the workingmen. He was not illiterate, for he could read, but he had not read *enough*. What he believed of McKinley was wholly false.

The Men with Ideas

15. A distinguished lawyer was giving a dinner to a noted Englishman. For an hour two twelve-year-old boys had stood in the shadow of a huge elm, watching the automobiles draw up before the big brownstone house. When the last automobile had left its passengers, the boys paced up and down the sidewalk, gazing eagerly into the brilliantly lighted windows of the big house. They could not see much, but the sight of the men in evening dress and the women in jewels and silks, the scent of flowers, the brilliance of the whole house, the passing and repassing of servants before the windows, all made the boys eager for something — they hardly knew what.

16. "Say, what do they do in there? Of course they will eat for hours and hours, but what else will they do?"

"Huh, I know," replied the other, and he impressively lowered his voice as he said, "They'll just sit around and *talk*!"

This statement was received in the half-scornful silence that the speaker expected, but he had his proof ready.

17. "Last summer I was page in the big clubhouse that all the important men belong to. They gave a dinner to a congressman one night. It was six o'clock when they began to eat and at ten they were still at the tables. I asked one of the waiters to let me peek in, and there they sat, talking, first one, and then another. They weren't telling stories; they were just talking about *things*. The waiter said that was what they almost always did. He thought moving pictures were more interesting. But when I told my mother about it, she said the men and women that every city is proud of

are those who have ideas and have succeeded because of these ideas. So I suppose all these folks inside there have ideas, and it's ideas that they talk."

18. Ignorance is never given a place at the table where distinguished guests are being entertained. When an English statesman, a great inventor, a renowned poet, visits your town or city, who are invited to meet him? Would you not like to be worthy of an invitation? It is not money, it is not pull, that will make you welcome in the homes and at the tables of the men who are worth while. You must be able to "give and take" — to give ideas and to receive ideas. Read, talk, think, is the only rule by which you can gain the companionship of the people whom you most admire.

Libraries help overcome Ignorance

19. Probably the United States has more libraries than any other country. Many a young man in our large cities goes to school every night in the week — not to a schoolhouse but to the library. He works during the day. But he is hungry to know what the world is doing and what the great men of the past have done. Evening after evening he sits in a comfortable corner of a great reading room, piles of books beside him. The richest man in his own home could not have greater ease and comfort in reading than this almost penniless young man who is at the bottom of the ladder. He sits at a massive oak table, he reads by electric light, the walls about him are rich with paintings and carved woods. The books at his command are almost numberless. He is overcoming ignorance, and is sure to succeed.

20. So important are libraries in helping the people overcome ignorance that the towns which do not have a good library free to everyone are avoided by men who want their children to have every possible opportunity. It is only around the school, the church, and the library that the right kind of American villages and towns can be built up. The key to success and happiness, perhaps both, can often be found in the shelves of the library. No person is so poor or so rich, so humble or so confident, that he does not need, almost every day of his life, to spend a few minutes with books or magazines. Whether you are interested in airplanes or frogs, Irish crochet lace or the best way to furnish a house, how to become a nurse or how to study law by yourself, — you will find all this information stored away in books and papers.

Curing Ignorance

21. It is only by continuous reading and talking with others that ignorance can be cured. Whenever you meet a person who does not read a good newspaper, at least one good monthly magazine, and a large number of books you may be sure that he is still afflicted with ignorance. Ignorance, like illiteracy, can be cured, but it will not stay cured. No person can in a few years read up and learn all that he needs to know the rest of his life. The disease of ignorance demands continuous treatment.

22. We cannot keep on going to school year after year — we must do our share of the world's work. But we can keep on studying and learning. Thomas A. Edison at seventy-five was studying as hard as any boy now in school and was still learning. Our nation to-day has many able men. Every

one of them is reading, studying, learning every day. If "big" men need to keep learning, surely no humble person should stop. The world stops for nobody. Those who stop learning will never catch up.

QUESTIONS AND PROBLEMS

1. What is an enemy? 2. What is the difference between an outside enemy and an inside enemy?

3. Illiteracy means inability to read and write. Why is illiteracy an enemy to any town or country?

4. What kind of harm can ignorance do? Give several instances. Ask your parents if they know of harm that ignorant persons have done.

5. This chapter tells something about spoiled farms. Forests have also been spoiled through ignorance. Try to find out about this.

6. If the United States has schools in every town, how can there be more than four million grown persons in this country who can neither read nor write?

7. What three kinds of people have missed going to school as children?

8. Does your town or city have night schools for men and women? If not, try to find out why. If it does, find out these facts: (1) How many schools are there? (2) What subjects are taught in these schools? (3) How much do these schools cost each year? (4) Who are the people who attend them?

9. Why are schools being rapidly provided for more than two million illiterate negroes?

10. What is a *moonlight* school?

11. Why is it necessary for towns and cities to have special day and evening schools for foreigners?

12. Prove that ignorance is dangerous.

13. Many of the men in jails and prisons are very ignorant. Imagine that you know one of these unfortunate men, and write a short story telling how, through ignorance, he committed a crime for which he was arrested and sent to jail.

14. Why is it necessary to keep reading and learning?

15. What newspapers and magazines do you have regularly in your home? Write out the names and bring the list to class.

16. Ask your principal and your teacher to make out a list of the papers that they read regularly. Are there any on their lists which ought to be on your home lists?

17. In a home where there were a father who was a carpenter, a mother, two daughters in the high school, one son in college, and one in the grammar school, these were the periodicals subscribed for: (1) *The Chicago Tribune*; (2) *The New York Times*; (3) *Collier's Weekly*; (4) *The Youth's Companion* (a weekly); (5) *The Carpenter's Trade Journal*; (6) *The Electrical World*; (7) *Harper's Monthly*. Can you guess which of these the different members of the family read? Give a reason for each guess. Get a copy of each of these and then tell whether you think your family should read all or any of them.

18. Every foreigner who comes to this country now is given a card containing a short quotation from the Bible in English and also in his native language. If he can read either the English or the other language, he is "passed." The following sentences are similar to those printed on the test cards:

I went down into the garden of nuts to see the fruits of the valley, and to see whether the vine flourished, and the pomegranates budded.

Let us get up early to the vineyard: let us see if the vine flourisheth, whether the tender grapes appear, and the pomegranates bud forth.

(1) How many different words are there in the two quotations on page 246? Make an alphabetical list, but do not include the same word twice. (2) Can children in the third grade read these? Get a second reader and a third reader, and decide into which grade the sentences would fit. This will show you how many grades of reading, or their equivalent, these foreigners are supposed to have had. (3) Why does the United States have such a test as this?

19. What person in your town or city do you most admire? Is he ignorant? Have you ever talked with him or heard him talk? If you should be invited to take dinner with this person, what could you talk about that would interest him?

20. If your town has a library, answer these questions: (1) Is it free to everyone? (2) What is necessary to take books home from the library? (3) In return for the privilege of taking books from the library, how should you treat the library and the books? (4) What did the librarian mean who said, "Books must be treated as respectfully as persons"? (5) What are the rules and regulations of the library? (6) What newspapers and magazines does your library have? (7) What books of reference does it have? (8) Who owns the library, pays the librarian's salary, and furnishes the money for books? (9) Does your father help in any way to pay for the library?

CHAPTER XVII

EFFICIENCY — THRIFT

The Passing of Patches

1. An old man who had been watching a street full of children on their way to school shook his head. "Something 's wrong!" he said to the younger man with him. "Not a patch anywhere. What is this country coming to?"

2. Of the four hundred children who had passed the old man, not one boy had patched elbows or patched trousers. The girls' dresses were also patchless. But why should anybody think this a cause for sadness? The old man knew that many of the children came from homes where the father worked from seven in the morning until six at night. Every cent that he earned went to pay for rent, food, clothes, and pleasure. There was nothing left to put in the savings banks or to go toward buying a home. All was going well then, but what would happen when sickness and trouble overtook the family?

3. When the boy's or the girl's elbows came through, the coat or the dress was thrown away and a new one bought. But when the old man was a boy his worn-out elbows were well patched, not once but many times. Because there were patches, finally the little home was paid for and money was put away in the bank toward his college education. "Patches put me through college," he said with a smile.

Success through Patches

4. Many a man in America to-day owes his start toward success to the patches that his mother sewed into his clothes. The same mothers who patched saved all their pieces of woolen and cotton cloth to make into bedquilts.

A Bread Line. Out of Work and No Money in the Bank

Newspapers were saved to make lamplighters and to light fires. The apples that could not be eaten were evaporated to use in the spring after the winter apples had gone. "Drippings" were saved to make soap. Father's worn-out shirts were made over for the small son, mother's old skirts became whole dresses for the small daughters. When the family wanted a gala evening, instead of spending several dollars for the theater they had popcorn, games, and music at home.

5. Families to-day should not, of course, live exactly as families did thirty years ago. A busy woman would probably do better to buy blankets than to make bedquilts. For a family to go out to some place of entertainment, when it can afford to do so, is certainly not to be criticized. But thousands of families have been recklessly spending all their income for everyday expenses. This may mean a comfortable present, but it points to an uncertain future. Suppose, however, that a family is willing to take the risk. They say: "We may meet trouble next year, but this year we are going to spend all the money we earn. We shall butter our bread on both sides, even if we have to go butterless next year." Could anyone object to this?

6. We have cried it to all the world that in America a person can do as he pleases. Surely, then, if a woman prefers to buy new dresses for her children, instead of patching the old ones, she has a perfect right to. No one will prevent her from doing this, but if she is a patriot she will plan her spending according to the needs of her country. And it is her business to know the needs of the country.

Waste an Enemy of our Country

7. We have learned that nations may have two kinds of enemies — outside ones and inside ones. The United States has sometimes had outside enemies, but never has it been free from deadly inside foes. One of the greatest of these is Waste. Families have been wasteful, towns and cities have often been wildly extravagant, states have wasted the people's money, and, sad to say, the whole nation has done the same. A few people have long realized this, but it was

not until 1917 that the whole country had it burned into its mind that it was an extravagant nation. In that year the United States was in peril and half the world was starving — not merely hungry, but actually dying of hunger.

Saving for Europe

8. In Europe millions of men who before the Great War broke out had helped mine coal, cut lumber, till the soil, and raise vegetables, fruits, and grain, in 1917 were themselves lying under the soil. In that year every European country except our enemies sent some of their most distinguished men to Washington to explain to the president and Congress that their people must have meat, sugar, fats, wheat, fuel. In France coal cost from eighty-five to one hundred dollars a ton. In Italy many whole towns were without coal. Serbia and Poland sent us photographs of their starving babies and children. Something had to be done, and quickly. What was it? And who was to do it?

9. The thing that had to be done was to *stop all waste at once.* The person who was to do it was "everybody." The person who refused to save was an enemy to his country. Without the help of every man, woman, and child the United States could not do its duty. Every slice of bread wasted by a schoolboy here meant that some boy in Europe would go not only breadless but supperless. A barrel of flour wasted here might mean a battle lost in France. And every battle lost in France was a battle lost for us. Half-worn clothes thrown away by Americans meant that woolen and cotton clothing that should have gone to Europe for children who were shivering with cold was wasted.

Learning what Waste Is

10. The Great War helped show America what waste means. Many people who had plenty of money could not understand why they might not, if they wished, throw away a coat that was faded or a dress that was out of style and buy a new one. This was the reason. There was a shortage of wool and cotton. Tons of wool and cotton had been sent to the bottom of the ocean by submarines. The great armies of our allies needed more cotton and woolen than they could get. Therefore every unnecessary dress that a woman in America bought meant so much less cotton or woolen for coats for soldiers or clothing for the children in Europe. It was not a matter of money, but a matter of cotton and wool. If American women and children had more clothes than they needed, then somebody must go without.

When Money is Powerless

11. It was the same with food. There were hungry families in France and England with plenty of money. But money in itself has no magic power. When there is no food, gold is valueless. Money can be used only when there is something to be bought. The rich people in America, by selfishly wasting food, could have caused thousands of people to starve to death. Perhaps a family had money enough to buy beefsteak every morning for breakfast. But there were men in France fighting in the cold and rain who would have no beef if these Americans ate all they wanted. There was not enough beef in the world to go around. It was therefore a terrible waste for any person to eat more beef or any other food than he really needed, no matter how much money he had.

America's Fat Garbage Can

12. Until 1917 the United States had had the fattest garbage can in all the world. It was estimated that this can contained enough good food to feed the entire population of France. But in the spring of that year President Wilson made Herbert C. Hoover food administrator. Hoover showed the American people how to stop food waste. He helped them save wheat, meat, fats, sugar, to send to Europe. Soon all the towns and cities had wheatless days, when they ate only rye, corn meal, and oatmeal; and meatless days, when they ate only fish and vegetables. Butter and sugar were saved in every way possible. School children gave up candy. Corn bread and molasses came back into style.

A Wasted Slice of Bread

13. One slice of bread wasted seems a small matter. But if every family wasted one slice a day, it would take 470,000 acres of wheat to furnish flour for these wasted slices. In other words, 470,000 acres of land would be wasted as truly as if the ripened grain were burned in the fields. The price of wheat in 1917 was $2.20 a bushel. Then this vast acreage of wasted wheat would mean a money loss of several million dollars. But the loss would be even greater than this. Hundreds of men and horses had been employed to prepare the soil, plant the seed, reap the grain, send it to the mills, take it from the mills to the grocers, and carry it from the grocers to the housekeepers. Horses, men, wagons, and railroads cost time and money.

14. No country can afford either in peace or in war to waste the labor of its skilled workers. Every unnecessary

article that is made when there is a scarcity of workers is a waste of good labor. When food is wasted at the table, part of the time and labor of the person who prepared it is also wasted.

The Waste of Thoughtlessness and Selfishness

15. Carelessness and selfishness have been the cause of much of America's wastefulness. An engineer on the Baltimore and Ohio Railroad was killed in a head-on collision. He was the best engineer on the road and for forty years had never had an accident. When rescuers pulled him out of the wreckage, dying, he said, "It could n't have been my fault." And it was not. Some careless switchman had forgotten to set the switch. The result was lost lives and thousands of dollars' worth of property wasted. All the great care and loyalty of the aged engineer were spoiled through one man's carelessness.

16. In a French hospital a young man badly wounded was sobbing like a child. The nurse asked him where the pain was worst. "Oh, it is not that," he said. "I'm wasted. It was one of our own guns that got me. Somebody made a mistake."

17. Mistakes cannot always be prevented. But on the battlefield and in the home a mistake often means a tragic waste. The forgotten damper in the furnace may mean a lost house. The careless cigarette has wasted untold millions of dollars' worth of property. In every family there will be some unavoidable accidents and misfortunes. Therefore no unnecessary waste should be tolerated. One storm recently destroyed $1,000,000 worth of property in Kentucky, and even more in Alabama. Many a farmer loses a barnful of

grain by a stroke of lightning. Extreme cold will kill fruit trees; drought will ruin crops. These wastes we cannot prevent. Trouble is certain to come to everyone. All the more reason why every possible precaution should be taken to avoid waste through carelessness or ignorance.

Somebody's Carelessness caused This Fire

Helps for Saving

18. There are many helps for the person who wishes to save. Among these are savings banks, insurance companies, postal savings banks, war savings stamps, building and loan associations, and coöperative banks. Every dollar that is placed in a savings bank is a help to the community. Money in a stocking at home is idle; money in a bank goes out to work every day.

Idle Money is Wasted

19. Idleness means waste. Unused money is wasted. To keep money in a stocking, to have bureaus full of clothes that are not needed, to let good land lie idle, to do no useful work — this is waste as surely as is extravagance. If a farmer has a hundred acres of land that would yield good crops, he is wasting them by not cultivating them. He should either use the land or sell it to someone who would use it.

20. Money hoarded at home is wasted. Money is supposed always to be kept at work. We can and should make money our servant. Day or night it should never be idle. Did you know that the wealthiest men, those whose fortunes are counted in millions, have not an idle penny? Except for what is necessary to pay their living expenses, all their thousands are scattered over the country working as only money can. The harder money works, the faster it grows. This is the way one man makes $100,000 work for him.

$20,000 works on a Western railroad. Day and night it is helping huge steam engines draw trainloads of wheat from the West to the Eastern markets and to carry busy men back and forth on important business. This money earns $1100 a year for the man.

$10,000 is helping build houses in a California town, and earns $500 a year.

$50,000 is working on a sugar plantation in Cuba, and earns $3500 a year.

$10,000 is helping build a railroad in China, and earns $400 a year.

$10,000 is working for the United States, and earns $350 a year.

21. This man's small son one day wanted a saddle horse. The father refused, saying he did not have the money then. "I thought you had over $100,000, and a pony would not cost more than $250," the boy insisted. The father said sensible men never hoarded their money, but kept it hard at work. He explained that he had bought $10,000 worth of Liberty Bonds, for which the government paid him $350 a year; this money therefore was helping fight Germany by making guns and overcoats for the soldiers. The $10,000 with which he had bought shares in a coöperative bank was building houses for people in California. The bank paid him $500 for the use of this money. Railroads needed a great deal of money to buy rails and coal and to pay engineers and other employees, so $20,000 of his money had been lent to a large railroad, which paid him $1100 a year for it.

The boy did not tell his father, but he had always supposed that men kept their money in the vault of a bank, piled up in silver dollars and five-dollar gold pieces.

Making the Dollar Work

22. Even a single dollar need not lie unused in a bureau drawer. Many savings banks will accept a deposit of as small an amount as this and pay four cents a year interest. This dollar will then be helping to build a house or run a railroad or do some other piece of useful work. The savings bank always keeps enough money in its vaults to supply the depositors who may want to draw out part or all of their money. The rest it puts to work. If the savings bank will not accept the dollar, then its owner can take it to the

post office and lend it to the government. The government will set it to work at once and pay for its use.

23. A nation would soon become very poor if all the people hoarded the money they did not need to live on. Money saved and wisely invested by the people will make any nation prosperous.

What is Extravagance?

24. Money may be wasted through idleness or by wrong use. Wrong use we sometimes call extravagance. Families which buy more food than they need and spend lavishly for clothes are extravagant. A town which has high-power arc lights for its streets when incandescent lights would answer is extravagant. So is the city which uses expensive paving for its little-traveled short side streets. But the mere spending of large sums of money does not necessarily mean extravagance. Perhaps one town spends forty thousand dollars for a public library, and another town of the same size fifteen thousand dollars. Is the first town extravagant and the other thrifty? It is more likely that the second town is shortsighted. The town which spends forty thousand dollars, if the spending is well done, is not in the least extravagant. The more books and the more beauty that a library has, the more helpful it can be and the more pleasure it can give.

25. If a man can afford to spend a thousand dollars for a piano, he is not more extravagant than the man who buys one for two hundred dollars, provided the thousand-dollar piano is five times as well made and is capable of producing better music than the cheaper piano.

Wasted People

26. There is another kind of waste, called idleness. Idle men and women are a terrible waste to a nation. There are idle poor people, idle rich people, and idle people who are neither rich nor poor. To be sure, the United States has fewer idle persons than many countries, for usually there is work for everyone. One day two men sat on a bench in Central Park, New York City. One was a tramp who lived by begging. The other was a broad-shouldered young man who was just out of college. He had been looking for work for more than a week, but nobody seemed to be in need of young men. The man who would n't work and the one who could n't find work fell into conversation. The tramp said a person was foolish to work when an hour's begging would yield a living. The young man's eyes caught fire. "That 's where you 're wrong," he said. "I may not be needed in

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Useless Citizens — an Idle Rich Man and an Idle Poor Man

New York, but I've plowed many a five hours on a stretch, and I can do it again. The country was made before the city, and I guess that's where I belong. Anyway, there is work on the farm, and that's where I am going. In America young men like me ought not to sit around looking at park scenery all day long."

27. Workers must often seek work. Men are wasting themselves and keeping their town or city poor if they stay where there is no work for them. In New York City there is every year a terrible waste of people. Strong, eager men and women come from far countries to make their homes here. Many of them wander to the crowded section of the cities where there is little work. They do not know that work waits for them miles to the west and south. They live in a few rooms, they have little food. Their strong bodies and their great courage are wasted in an overcrowded city. Immigrant societies are trying to prevent this waste of men, and perhaps in a few years some way will be found to tell each foreigner where the right kind of work awaits him.

Partly Wasted People

28. A young man who might be building bridges is partly wasted if he is flagging trains. A man who drives a grocery wagon is partly wasted if he has the ability to manage a store. Every bit of ability that a person has should be used for the good of himself and his neighbors. If Lincoln had not made use of his ability to tell humorous stories, he would not have been as successful as he was. Many a time one of his stories changed a possible enemy into a friend.

29. Unskilled hands and untrained brains are an expense that no town in the United States can afford. As you have already learned, that is why we have schools. The vocational school, especially, is intended to prevent waste by training boys and girls to do some kind of work well. Shoe factories often have schools of their own to teach unskilled workers. Business men have discovered that it is wasting time and valuable materials to have untrained employees. Stores know that untrained salesmen lose customers. Our towns and cities need workers who are using all their powers, not using half and wasting half.

Wasted Ideas

30. Perhaps towns suffer from wasted ideas as much as from wasted money. If a man sees how the main business street of his town or city can be made more attractive, unless he shares this idea with the voters and does what he can to put it into action he is wasting it. In a small but prosperous town of the Middle West all the best young people were leaving their homes for the city. The banks, the stores, and the factories found it difficult to get the right kind of clerks, bookkeepers, and other workers. The principal of the high school one day met a business man on the street and said: "I heard you say that the town was running down because all the best young people went to the city to find work. I can tell you how to keep them here. Open up golf links, tennis courts, and a skating field on the edge of the town. Have an attractive little clubhouse there. Let all the young people join this club by paying a small fee. We sometimes forget that we all need to play. It would n't hurt the rest of us to have a recreation club.

31. "That is one thing. Another is to make your town more attractive. Your stores are dimly lighted and poorly arranged. The only restaurant you have is not even clean. In the city it is a pleasure just to walk through the stores,

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A Time-Saving Device

the restaurants make it a point to be attractive, and the parks offer every opportunity for tennis and other outdoor pastimes."

32. This principal's idea was worth a great deal to that town. The business man repeated it to another, he to another, and finally they organized a Village Improvement Association. They laid out the tennis courts and golf links,

and even brightened up their stores. This was the beginning of better things. If the principal had kept this idea to himself, it would certainly have been wasted.

One Boy's Idea that was not Wasted

33. A boy who lived in a crowded city section where the only playground was the street had been told that it was against the law to play there. But like every normal boy he wanted his play. One day when delivering papers he passed a vacant lot in which was a large elm tree. What a splendid place for a big swing, he thought. Then came an idea. Why should not the boys on his street have the use of this whole field, tree and all, every afternoon? He found out who owned it and, with three of his friends, called on the owner. They finally made this arrangement: They were to send to the owner a list of twenty boys who wished to use the field for a playground. Every boy on this list was to pledge himself not to injure the tree, the fence, or the adjoining property, and not to be rude or noisy. The policeman on that beat was to have a list of the boys, and no boy not on the list could use the field. As long as neither the policeman nor the near-by families complained, the playground was to be at the disposal of the boys.

34. This idea was too good to be wasted. But it is easy to understand that ideas like this benefit nobody unless they are used. Ideas, like money, should be set to work. A poor man's ideas may be worth more to the town than the dollars of the rich man. If you have a good idea, use it. If you cannot use it yourself, pass it on to someone who can. In this way you will be proving yourself a valuable citizen.

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It is the People's Savings that make Beautiful Streets Possible

Thrift and Beauty

35. Why is it that men keep on working after they have saved enough for the "rainy day"? Why do young men and women strive ceaselessly for larger salaries, fatter pay

envelopes? There are two reasons. One is that hard work is like tonic to the brain and body. Without work the brain would grow dull and the body flabby. The rich man needs to keep at his work year after year just as other men need to. But there is still another reason — the most important one. Children and men and women crave beauty. Animals are satisfied if they can get food and can protect themselves against heat and cold. Men need more than the bare necessities of life. It is not enough for us to sit down to food: we want dainty dishes, clean fine linen, and attractively served food. When we have finished our day's work, we are not content to sit doing nothing. We are eager to read a good story, to hear beautiful music, to see beautiful pictures, or to look at the things that please the eye.

36. Did you ever stop to think that without thrift there could be no beautiful libraries, no wonderful paintings, no perfectly trained orchestras, no beautiful clothes? Artists could not paint pictures, authors could not write stories, musicians could not give concerts, unless there was someone to pay for or buy these things. If the artist could find no one to buy his pictures, he would have to stop painting. If thousands of people did not buy books, authors could not write the poems and stories that are full of beauty. When out of your savings you buy a ticket to hear a great singer, or a book that gives you enjoyment, you are helping to pay for beauty.

37. Every true American wants to have a home full of beauty; he wants to live in a town whose streets are shaded with beautiful trees and whose houses are well kept and attractive. A man who was planning to move his family from a town where house rents were low to a town where

rents were high was asked by a friend if he was not extravagant. He said, "No, I'm willing to work harder every day in the year just to live on an elm-shaded street." The sooner a person begins to save, the sooner he can make his home and his town beautiful.

38. No town or home is successful unless it has real beauty. If every family in each town or city would see that the yards and the outside of the houses were neat and attractive, there would be more enjoyment in living in them. Men who own their homes usually take better care of them than those who live in rented houses. This is a mistake, for the families that pay rent are as much a part of the town as those that own their houses. There is something wrong with the man who is content to live in a house with dirty paint, a rickety piazza, and a tumble-down fence.

39. A lecturer who had traveled in every state once said that he could go through the streets of a strange town and tell which houses were occupied by their owners and which by tenants. All the down-at-the-heel, forlorn places were the ones occupied by tenants. No person who has failed to learn how to care for another person's property is fitted to have property of his own. Why should not every family "make believe" that the house or apartment which they rent belongs to them? Then when they can buy or build a house of their own, they will know how to care for it.

40. In our eagerness to have beautiful things we must not forget that it is the long years spent in huge, noisy factories, deep, dark mines, narrow little offices, that make them possible. A washerwoman one day said that she was willing to work over the steaming tubs so that her daughter could get an education and would not have to "soil her

It is out of Savings that Beautiful Homes are Made

hands." This is not the true American spirit. There must always be dirty hands and sweaty brows before homes and towns can be made beautiful.

QUESTIONS AND PROBLEMS

1. What is the difference between patching and mending? 2. What clothing has to be mended each week? 3. Who does this mending in your family? 4. Ask your mother to help you estimate how much money the weekly family mending basket saves.

5. Is your family saving for a "rainy day"? If so, tell how. 6. Is any money being put in the bank toward a college education for you? 7. Are you earning any money? Are you saving any?

8. Does your father own the house you live in? If he does, ask him how he got the money that went for the first payment.

9. Name several different ways in which your grandfathers and great-grandfathers were thrifty.

10. What is evaporated apple? What can this be used for? 11. Bring to class a good recipe for using evaporated apple. Let it be so clear that anyone can follow it easily.

12. Suppose that a person says he prefers to spend all his money from week to week. When some friend urges him to save, he says he will take trouble when it comes, but will not go to meet it. What is wrong? 13. Have you ever heard anyone talk this way? If you have, tell about it.

14. Why must a patriot, whether man or woman, plan the spending of his money according to the needs of the country?

15. What is *waste*? In an earlier chapter you have learned that ignorance, like waste, is a dangerous inside enemy of the United States. Let half the class write a two-hundred-word composition to prove that "Ignorance is the Greatest Enemy of the United States," and the other half prove that "Waste is the Greatest Enemy of the United States."

16. How was the whole country startled into saving in the year 1917? 17. How did this affect your family? 18. Tell

how your family economized in sugar. 19. What sweet products are there besides sugar? 20. How can these be used to save sugar?

21. Is it waste to let one slice of bread spoil each day? Explain your answer.

22. How can your carelessness waste the labor of a large number of persons? 23. Did you ever make a garment or cook something for the table that was spoiled or lost in some way? If so, tell about it.

24. In time of war would it be patriotic to use mills and coal and workers to make jewelry and silk scarfs?

25. Explain how war makes food and fuel scarce and costly. 26. Why did we have to send food to France in 1917?

27. Why did America once have the fattest garbage can in the world?

28. Explain how thoughtlessness and selfishness can cause waste in the family; in the town; in the nation.

29. Explain how storms and floods waste lives and property. 30. What do we mean when we say "Trouble is certain to come to everyone"?

31. Explain as fully as possible how each of the following is a help to a person and also to the town or nation: (1) a savings bank, (2) an insurance company, (3) a postal savings bank, (4) a thrift stamp, (5) a coöperative bank or a building and loan association. 32. Does your school have a school savings bank? If so, write out a brief explanation of how it is run.

33. Is idleness waste? Explain your answer. 34. Why must money be kept at work? 35. Explain how a man with $100,000 can keep his money at work. 36. How can a person who has saved only one dollar keep that at work?

37. What is a war savings stamp? Tell how you saved money to buy these stamps.

38. What is hoarding? What is the difference between a person who hoards and one who saves? 39. In a large grocery store in 1917 this sign appeared: "Don't be a hog. Buy only what you need." Why was this sign put up? Do you know any other place where it should have been put up?

40. How much gold and silver does a bank keep in its vaults? The text does not tell you. See if you can find out.

41. What is the difference between *disuse* and *wrong use* of money?

42. Is a forty-thousand-dollar public library an extravagance for a town? Explain your answer.

43. When would it be an extravagance for a person to pay two hundred dollars for a piano? When would it not be an extravagance for a person to pay a thousand dollars for a piano?

44. Has your town or city ever been extravagant? If so, how? 45. Has your town or city ever been stingy? If so, how?

46. How can people be wasted? 47. Can a person be partly wasted? Explain your answer. 48. Tell of some person (do not give his name) who you think is partly wasted. Tell how even now he could save the wasted half of himself. 49. How can you begin now, in school, to prevent wasting any part of yourself in future years?

50. What is a beggar? What is a tramp? Are these persons a help or a menace to a town? Why?

51. Can a person always find work? What must one do when he cannot find work in his own town?

52. Farmers in every part of the country find it difficult to get helpers. Why is this?

53. How are workers often wasted in the cities?

54. What is a wasted idea? 55. How can even an idea help a town? 56. Is a poor man as likely to have a good idea as a rich man? 57. Have you any ideas that would help your town or city?

58. Explain how thrift makes beautiful things possible. 59. Not all beautiful things are costly. Sunsets, trees, flowers, are gifts of nature. Name others that are free to everyone.

60. How could you make your home more beautiful? 61. How could your street be made more attractive? 62. What is the most beautiful building in your town? Whose money paid for it?

63. Beautiful sounds can give us much pleasure. Here is one list which a class made out at the suggestion of the teacher. Can you add to it? 64. Which of these require money to enjoy?

The wind blowing through pine trees
The music of a church organ
The musical strike of a clock
The breaking of waves on the shore
The singing of a boy choir
An echo
The laughter of a child
The ringing of a deep-toned bell

65. Explain how it is always hard work on somebody's part that makes beautiful houses, attractive furniture, fine paintings, and other beautiful things possible. 66. The ocean, mountains, lakes, and all the other beauties of the out-of-door world are free, but it often takes money to get to these beautiful places. Find out how much it would cost you to go to Niagara Falls, or to the Grand Cañon, or to some seashore resort. How long would it take you to save enough money for this trip?

CHAPTER XVIII

EFFICIENCY — HEALTH

Taking Account of Stock

1. Once a year or oftener every business takes "account of stock." It finds out how much money it has made, how much its expenses have been, what improvements have been made and what mistakes. In other words, it measures itself. By taking its measure at regular intervals, it can correct its mistakes before it is too late.

When the United States took Account of Stock of its Health

2. It is not often that the whole nation has an opportunity to measure itself. But in 1917 the United States took account of stock of its health. The result was startling. For weeks, in every part of the country, the young men between the ages of twenty-one and thirty-one had been tested for service in the army and three out of every ten had failed to pass the physical examination. Thousands of young men who supposed they had perfect health were told by the army doctors that they had weak hearts or lungs, or that stomach, liver, or kidneys were not in good condition.

A Terrible Mistake

3. A terrible mistake had been made somewhere. Everybody said: "Something must be done at once. We may be able to help England, France, and Italy defeat Germany,

but if we had to fight a powerful enemy alone, surely we could not win with a third of our men of fighting age weak and sickly." Weak bodies are poor fighting machines. There come times in war when soldiers must march for days and nights in blinding rain or snow, with scarcely any food, and then without a moment's rest meet the enemy. Will a weak body stand a test like this? No soldier wants to fall by the wayside and miss the great battle in which his comrades may win glory. Unless he began to build up a strong, clean body in the seventh and eighth grades he may never reach the battle front of life.

Success may depend on your Health

4. When a successful lawyer was asked to explain to grammar-school boys what they must do to become successful men, this is one of the things he said: "Train your body. That is what you must do most of your fighting with. If that fails you at the wrong time, you have failed indeed. Some day the crisis will come in your career. You will have a lawsuit that will decide your future. To win it you must work one night, two nights, perhaps longer, without sleep or food. Will your body stand it?" In every person's life there comes the time when success or failure hangs in the balance. Perhaps for days you must be at your best, without sleep or rest. Will your body stand it?

Who will fight the Future Enemies of the United States?

5. If, ten years from now, an enemy should attack the United States, it is the boys who are in school to-day who would have to fight, to raise crops for the army, to make

munitions. It is the girls who would have to be nurses and do the work of the men who had gone to fight. Every boy should train his body as if he expected to be a soldier, every girl should train hers as if she would one day be a Red Cross nurse. In America the people govern their own towns, cities, and the whole nation. If the boys and girls of to-day are to do their share of this work, they will need the same kind of sturdy bodies that soldiers must have.

America for the Strong

6. America is not a country for the weak, and never has been. If the children of the United States grow up into young men and women with sickly bodies, then when the nation is in peril and we need a George Washington, an Abraham Lincoln, a General Grant, a Commodore Dewey, a Theodore Roosevelt, a Woodrow Wilson, we shall not have them. Did you know that most of the great Americans were strong and healthy? When a boy was asked one day if Lincoln would have been a great man if he had been sickly, he answered, "He would not have been sickly." Probably this boy's answer was right. The right kind of boy will do his best to make and keep his muscle hard and his heart strong.

7. Theodore Roosevelt might have been too sickly a man ever to be president, for he was a delicate boy. But the delicate boy determined to be a rugged man. He took himself away from the comforts of an easy life into the rugged West. There he won health after a long, hard fight. Probably no man in this country has worked harder than President Wilson worked after war was declared on Germany. But at the end of six months he was still in perfect health. Only a well-trained body could have made this possible.

Health is Necessary to win Success and to hold it

8. A college professor was once asked if he could explain why so many promising students failed when they went out into the world. "It is a matter of health, chiefly," he said; "it takes almost perfect health to win success and, if such

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Camp Life and Out-of-door Sports help make Rugged Boys and Girls

a thing were possible, even more health to hold success. Success, you know, cannot be won once for all. It has to be re-won every year."

9. Sometimes a man with genius will succeed in spite of a weak body. Genius is often superior to all obstacles, even ill health. But genius is rare. Most of us must be simple workers in the office, the factory, or on a farm. Genius will not come to our assistance. We must rely on brain and

body. One of the largest electric companies in the United States requires every person who applies for a position to be examined by the company's physician. To be accepted the young man or woman must be 90 per cent well and strong. Some of the large city department stores also refuse to hire any person who cannot pass a severe physical

A Kitchen like This helps keep the Family Well

examination. The time may come when all important business houses will refuse to employ any person who cannot prove that his body is well trained and capable of many years of hard work.

10. It is especially difficult for a man who drinks or smokes to excess either to get or to keep a good position. Physiologists have proved beyond a doubt that alcohol kills more men and causes more misery than war has ever done.

In the United States it is now illegal to make or to sell intoxicating liquor. The people came to believe that an enemy so deadly as alcohol ought to be banished, so as to give the young people the best possible chance to have clear brains and steady hands for both their work and their recreation.

How Hardships help the Body

11. Remember that it is the right kind of hard training that makes the brain capable of thinking out battles, and also that it is the right kind of hard training that builds up a body that can fight battles. Get from your library a life of one of these men — George Washington, Benjamin Franklin, Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Theodore Roosevelt — and a book which gives a detailed account of life at West Point or Annapolis. You will find in these how successful men have trained their bodies.

12. When Washington was sixteen years old he was learning to survey in the wilderness. Instead of complaining of the life, he felt proud of the hardships that he had to undergo, as a part of one of his letters shows:

> Since you received my letter in October last, I have not sleep'd above three nights or four in a bed, but, after walking a good deal all the day, I lay down before the fire upon a little hay, straw, fodder, or bearskin, whichever is to be had . . . I have never had my clothes off, but lay and sleep in them, except the few nights I have lay'n in Frederick Town.

Would you be willing to go through training like this to get a strong body?

A Weak Body may spread Disease

13. Every person should want a healthy body not only for his own sake but also for the good of others. A sickly body yields more quickly than a healthy one to disease germs. The person who neglects his health and becomes a victim of typhoid or tuberculosis, or some other disease, is a spreader of disease and a real menace to the community.

Some Important Health Rules

14. Here are some health suggestions that you should begin to follow at once:

1. Have your father or mother take you to a good doctor once a year to have a thorough physical examination. By thorough physical examination is meant having eyes, ears, nose, throat, lungs, heart, liver, kidneys, and spine tested. Be sure that your doctor is reliable.

2. Go to a good dentist twice a year to have your teeth examined.

3. Be sure to keep your spine straight by sitting and standing correctly. A twisted spine will affect all the organs of the body. Try to grow a "military" back.

4. What you grow on is what you eat, drink, and breathe. Breathe fresh air. Drink much water and milk, but no tea or coffee or alcoholic beverages. Eat only wholesome, well-cooked food. Soggy bread and greasy meat may lose you an important position in years to come.

5. Eat slowly. Go without a meal rather than half chew your food.

6. Eat only "balanced" meals. The Department of Agriculture at Washington says that a balanced meal is one

that contains some article of food from each of these five groups:

Group 1. All fruits and vegetables valuable for mineral salts which they contain, since these are necessary elements in the building of bones, teeth, etc.

Group 2. Protein foods, such as meat, fish, milk, eggs, dried peas, beans, cheese, etc. These are also valuable for building material.

Group 3. Starchy foods, such as cereals, breadstuffs, macaroni, and rice.

Group 4. Sugary foods, such as honey, sirups, molasses, sugars, jams, and jellies.

Group 5. Fatty foods, such as butter, suet, lard, cooking oils.

The board of education of one state gives these suggestions for balanced meals:

1. For breakfast have, if possible, a hearty cereal with milk, toast or muffins with peanut butter, and fruit, either raw or stewed.

2. For lunch or supper serve (1) a cream soup with a hearty bread (such as corn bread); or (2) bread and a substantial salad (such as a potato salad); or (3) a dish made from left overs, cooked with cheese, and apple sauce or prunes.

3. For dinner serve (1) a heavy soup (such as chowder or a black-bean soup) with biscuits and dessert; or (2) a meat or a dish with potatoes, a vegetable, and dessert; or (3) broth, cheese and macaroni, a vegetable, and a salad.

Learn as much as possible about the right kinds of food and how to prepare them.

7. Do not smoke. "Smoker's heart" kept many a young man from sailing to France in 1917 to fight in the world's greatest war. Since the day when a physician told General Pershing that tobacco was injuring his health, he has not smoked once.

8. Sleep at least eight hours a day in a well-ventilated room.

9. Begin at once to learn some game or sport which will keep you out of doors. Exercise hardens the body and is

necessary for a person who is to do vigorous work. Walking out of doors is not sufficient exercise. Basket ball, baseball, tennis, swimming, climbing, vaulting, skating, horseback riding, gardening, yard work (mowing the lawn, keeping it free from dandelions and other weeds), washing windows from the outside, are some of the ways of getting outdoor exercise. Get it either by play or by work, or in both ways.

A Kitchen like This is a Menace to Health

10. Be happy. If you are often sad or angry you will find it impossible to keep your body in good condition. You cannot be angry just "inside your brain." You may not know it, but you are angry with your whole body. If all the nerves are quivering with anger, they are not attending to their regular work. The next best thing to being happy is making believe that you are.

11. Work hard, study hard, and play hard. Hard things are good for you. Remember that all your heroes and heroines are those who have done hard things well.

12. Never get discouraged about your body. Even if the doctor tells you that you have a twisted spine, short eyesight, and a weak digestion, the chances are that if you will determine to straighten your spine, to train your eyes, and to discipline your stomach, you can do so. If your doctor says that he cannot tell you how to help yourself, find one who can.

13. If you have some physical defect which cannot be wholly overcome, make the rest of the body as perfect as possible. Wonderful things can be done with two thirds of a body if that part is perfectly trained. Francis Parkman, the historian, did most of his hard work while his body was racked with pain. Helen Keller has given courage to every person whose body is not strong and perfect.

14. What are you planning to do when you leave school? Different occupations require different physical qualifications. If you have weak lungs, you must avoid work indoors if possible. If your spine has a twist, your work must not make this worse. Find out, at your earliest opportunity, whether you can fit your body to do the work that you are planning to take up. If you cannot, change your plans.

To keep Well a Person needs the Help of Town and State

15. No matter how carefully a person may have trained his body he cannot always protect himself against disease and accident. He may swallow deadly germs with his food or in water. He may breathe into his lungs the germs of tuberculosis or of pneumonia. He may slip on an icy pavement and break a limb. There are unseen enemies always near even the healthiest person.

16. A person who lives in a great city drinks, with his breakfast, milk that probably came from a dairy many miles away. Disease germs are often carried in impure milk. How is the drinker to know whether the milk in the glass before

him is pure? Germs have no taste. He might swallow hundreds of them and never know it. Deadly poison also lurks in tainted food. But the preserved fruit or the canned vegetables may have no disagreeable taste. How, then, can the eater protect himself?

17. It is here that the town and state have to come to the help of the people. They have passed laws forbidding farmers to keep diseased cows or butchers to kill them for food. Only pure milk can be sold. Towns must furnish pure drinking water. Waste water must be cared for so as not to cause or spread disease. Storekeepers cannot sell impure or adulterated foods. Perishable foods cannot be kept in cold storage indefinitely. Sidewalks must be kept in good repair, and ashes or sand must be scattered over icy pavements.

The Board of Health

18. The most important of these good-health *Don'ts* and *Musts* are state laws. Some of them are city, town, and county regulations. We have learned that all laws must have somebody to enforce them. Most communities therefore have a board of health; each state also has a similar board, whose whole duty it is to enforce health laws and to help the people protect themselves from disease and accident. The local board usually has a physician to see that pupils are vaccinated, to report and care for contagious cases, to test the milk that is delivered by milkmen or sold in stores, to inspect markets, to see that salesmen are clean, and that food is protected from flies and dust.

19. The boards of health are also information spreaders. When an epidemic of infantile paralysis at one time swept

over the country, the state boards sent to the newspapers a description of the symptoms of the disease with directions for fighting it. In midsummer, when heat is excessive, many state and local boards issue special instructions for avoiding heat stroke and the many hot-weather ailments.

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Government Inspectors testing Eggs

The State Board's Most Important Work

20. Perhaps the most important work of the state board of health is helping to secure pure drinking water and to dispose of sewage. If the people of a village have to depend on well water, then from time to time this must be tested. When a man digs a new well or wants an old one tested, he gives a specimen of the water to his board of health,

which usually sends it to the offices of the state board of health at the capital. There it is analyzed by expert chemists. If a town discovers that most of its wells are impure, it must do one of two things — either condemn such wells and install a system of "town" water or find some effective way of taking care of the sewage. It is sewage from cesspools, barns, and mills that is most often the cause of impure well water. When wells must be used, the advice of the board of health should be followed as to their proper location.

21. Sooner or later every community must have a system of sewers and a central water supply. The state board of health can help by showing how to filter the water and how to carry the sewage to filter beds before allowing it to be carried into a lake or a stream. If one town were allowed to think only of its own health, it might turn all its sewage unfiltered into a lake from which other towns get their drinking water. The state, by seeing that the sewage is made harmless before it is carried into the lake, and that the water is also filtered before it is carried into other towns as drinking water, is protecting one town from the thoughtlessness of another. We have discovered in almost every chapter in this book that selfishness and thoughtlessness are real enemies of our country. Without the help of laws and boards of health these two enemies would soon kill as many people as a long war.

22. The state board of health, chemists, and other laboratory workers are among the busiest employees of the state. Often their offices are open evenings and Sundays for the testing of diphtheria cultures and for the preparation of antitoxins.

23. The following quotation from a city's annual report shows how much work there is for state inspectors and chemists to do:

It was found necessary during the past year to examine 162 samples of articles held in cold storage; of these samples 92 were found to be decomposed and 70 were found to be normal. Sixty-two samples of frozen eggs were examined; 25 lots of frozen eggs, representing 38 samples and amounting to 5231 pounds, were confiscated.

A Board of Health in Each Family

24. The health departments can do much to protect the people, but each person must act as a kind of board of health for his own family. If every house were free from rats, mice, flies, mosquitoes, and dirt, there would be less need for town and state boards. All of these are carriers of disease. Every time you kill a rat or a fly you are perhaps saving a life. A large city recently had a "rat-killing day." On that day everybody was expected to go over his cellar, his attic, and all other rooms to see where mice or rats could gain entrance. Rat holes were to be boarded over or securely plugged; traps were to be set; but, most important of all, every dark, dirty corner of cellar, closets, and cupboards was to be thoroughly cleaned. Dirt is altogether too expensive to keep in the house. Mice, flies, and mosquitoes live on it. Each family's board of health should never cease to fight it.

25. Sink drains and bathroom plumbing must be kept clean and in order. Hot water and baking soda are good cleansers, and carbolic acid and water will make an effective disinfectant. Food in cupboards and refrigerators must not be allowed to decay or come in contact with dirt.

26. The yard must also have attention. Ash barrels and garbage pails must be clean and screened from flies. There should be no stagnant water, even in a drainpipe, for it is such places that mosquitoes choose for breeding spots. In well-managed cities, where garbage and ashes are collected regularly and where there are sewers, it is a simple matter

Screenless Doors and Windows are a Menace to Health

to keep a house and yard neat and clean. But in the country each family must dispose of its own sewage, garbage, ashes, waste paper, scraps of iron, etc. This is often difficult to do, but a little ingenuity will yield good results. Garbage can be burned; papers can be tied up in neat bundles and kept for use in kindling fires; ashes can be used on roads and driveways and, in the case of wood ashes, as fertilizer; miscellaneous scrap waste can be carried to town once a year.

27. If your town or city is to be kept healthy, somebody in your house must see that all these suggestions are observed. If no one else seems willing to help, appoint yourself a board of health to your own family.

QUESTIONS AND PROBLEMS

1. Explain the title of this chapter. Make another title that you think fits equally well.

2. What does a merchant do when he takes account of stock? 3. What does it mean to take account of stock of health?

4. Why was it especially disturbing for the people of the United States to discover, in 1917, that three out of ten of the young men between twenty-one and thirty-one were not fitted for military service? 5. Explain why military service requires almost perfect health. 6. Why did not these unfit young men know before that something was wrong with their health? 7. If these young men could not serve in the army, why was it that many of them could hold good positions in stores, factories, and offices?

8. The text says that success or failure may depend on health. A young man whose ambition it was to become a government chemist had abused his health but did not know it. When the testing time came, his body failed him. With over a hundred others he was summoned to take the government examination. The examination lasted five hours. At the end of the first hour his head ached so that he could not think, his hands trembled, his whole body failed him. Do you know of any person who has failed because his body could not stand the strain? If so, tell about it.

9. Why must doctors and nurses have strong bodies? 10. If you know a successful doctor, lawyer, or business man,

ask him how much his health had to do with his success. 11. If you know any sickly or frail person who has won and kept success, ask him how he did it. 12. The text names several famous Americans who could not have served their country well if they had been sickly or weak. Make a list of ten other American men and women who have done important work for the country. Find out whether they were strong and rugged.

13. Can you explain why a college president should say that only healthy young people should try to go to college?

14. Write a paragraph entitled "America is not a Country for the Weak."

15. So far as we know, Lincoln was a healthy child. But suppose that when he was thirteen a doctor had told him that unless he took the best possible care of his body it would some day fail him. Imagine that you are Lincoln and tell what you would do. 16. Why did Roosevelt go West to build up his health? 17. Hundreds of boys would not be able to go onto a ranch to gain strength and health. Suppose that you live in a city, and a doctor has said that because of ill health you must leave school at once. He advises you to go into the country. You cannot do this, so he tells you to take up some active work and every day to spend at least eight hours in the open air. What would you plan to do?

18. Have you a good physiology in your home? What is the name of it and when was it published? Show it to your teacher and ask her if it is the best book that you could get for a reasonable price. 19. If you have not a good textbook of physiology and hygiene, where can you send to get one and how much will it cost? 20. As a composition write a letter to a publisher, asking him to send you the name and price of the kind of book you want. Make your letter as perfect as if you expected to be marked on it.

21. Some day you will want to get your life insured. Before you can do this you will have to pass a rigid health examination. Write to a reliable life-insurance company and ask it for a list of the questions you would have to answer. Find out also what health defects cause a person to be rejected.

22. How can a weak body spread disease? 23. Show that a person with a weak body may be as great an enemy to his town as a criminal.

24. With the help of your textbook on hygiene and the rules given in this chapter, make out a list of helps that you think you need to live by.

25. What occupation or profession do you expect to enter when you leave school? Do you know whether you will have the necessary health to succeed in this? A young man who had spent several years in preparing to be an interior decorator found that the smell of paint and varnish, which was always present in the workrooms, made him ill. For a year he tried to overcome this weakness, but finally had to give up the work. Are there smells, dust, dim light, glaring light, loud noises, connected with the work which you want to engage in? Would these prevent you from succeeding? 26. Write a short composition entitled "Why I think I can succeed as a ——."

27. Why is it often difficult for a person to keep healthy without the help of town or state?

28. Get a copy of the latest report of your town or city board of health. 29. What has the board done during the past year? 30. What has it not done that you think it should have done?

31. Where does your drinking water come from? 32. How do you know that it is pure? 33. If you are not certain that it is pure, how can you find out? 34. When a town begins to grow rapidly, why should wells be abandoned and a central water supply be installed? 35. What is a central water supply?

36. If smallpox should break out in your town, what would your doctor do? What would your board of health do? 37. What would the state board do? What would the newspapers do? What would you do?

38. Find out all that you can about your state and county, or town, or city boards of health.

39. Suppose that when you are twenty-one your town should send you as representative to the state capitol to help make the laws. Is there any health law that you would suggest? 40. Are you sure that the state does not already have such a law? How can you find out? 41. Suppose that when you talk with the other representatives at the capitol, none of them seem much interested in the law which you want to propose. Make out a list of the things you would say to such persons.

42. What has your school done for the health of the community? 43. In what ways might it help? Perhaps these words will suggest something: rats, flies, mosquitoes, dust, dark corners, ash piles, garbage cans, sunshine.

CHAPTER XIX

HOW AMERICA HAS HELPED OPPRESSED NATIONS

The French People fight a Cruel Enemy

1. All one day in September, 1917, soldiers were marching through the narrow streets of a little French village. Most of them were French soldiers who had been home to see their wives and babies and were on their way back to fight the Germans. The women of the little village looked at them and sighed. The men seemed tired. Many of them wore the stripes on their sleeves that showed they had been wounded, but they were quiet and smiled bravely. By and by a train stopped at the village, and again the women in the little French houses heard the clump, clump, clump of soldiers marching. These men had no packs, no rifles, no canteens, and wore a greenish-gray, dirty uniform, on the front of which were stamped big black letters P. G. (French abbreviation for "prisoner of war"). These men, who neither talked nor smiled, were German prisoners. Little French girls and old French women came to the doors and windows and silently watched them out of sight.

2. For a while the streets were quiet, and women were busy stirring the porridge for their simple supper, when suddenly outside were heard shouts of surprise and joy. Again soldiers were marching down the street, but they were unlike any soldiers the old women had ever seen. They were tall, erect,

and came swiftly with light, almost noiseless tread. They wore broad-brimmed hats and brown suits and carried rifles with bayonets fixed. Old men and women, children of all ages, and young mothers with babies in their arms were no longer smiling sadly, as they had been when the French soldiers and the German prisoners had passed their doors. The women were weeping for joy, the old men and children were shouting and waving their hats, and the words that everywhere the children were shouting were, "Vive l'Amérique," "Voilà les Américains,"[1] for these khaki-clad soldiers were American boys from Texas, California, the Middle West, and the East.

The United States comes to the Rescue

3. What were these American boys doing more than three thousand miles from home, among people who spoke another language? Every child and man and woman in that village knew. For three long years huge cannon and hundreds of thousands of German soldiers had been trying to take their homes and their villages from them. The French men and boys had fought day and night to drive the enemy away, but the Germans were powerful. In one village every man except a few old, old men had been killed. Sometimes a great fear came to the women whose men had died fighting for their country. What if France should not have men enough to keep on fighting until the Germans could be driven out of their beloved land? But one day when the old priest went through the streets, he was smiling joyously and called out a piece of news that made the women say little prayers of thankfulness. This news was that President Wilson,

[1] "Long live America," "Here are the Americans."

far away across the Atlantic Ocean, had asked Congress to declare war on Germany.

4. Every schoolboy in every town in France read the words that the great president of the United States had spoken in the Capitol at Washington on April 2, 1917. French mothers hugged their babies joyfully. They were

Courtesy of the American Telephone and Telegraph Co.

American Soldiers marching through a French Village

sure now that the Germans could never drive them from their homes — the Americans were coming to help. None of them had ever been in America and most of them could not read English, but they all knew about the great United States with its miles of wheat fields, its skyscrapers, and its enterprising people.

5. Weeks and months went by, but no American soldiers were seen in France. The old priest said: "Be patient. They

will come." But not until this September day had their eyes really seen the boys in American khaki. Then they knew that it was not a false report, it was not a dream. In the great cities of America, and even in the tiniest villages in North Dakota and Maine, eager young men were leaving their homes to sail in huge ships across the water to fight side by side with the French. It was almost too good to be true, and yet it was true!

Why America wanted to help France

6. Why did President Wilson call on every village and city from the Atlantic Ocean to the Pacific to send its finest, bravest young men to go to France? Did he not know that many of them would never come back? Did he not know that many hundreds, perhaps thousands, of strong men would return blind or crippled for life? Yes, he knew all this. And on the night of April 1, 1917, when most of the great city of Washington was sleeping, the President, tired and perplexed, was pacing his room in the White House, thinking out the great war message that all the world would read and would never forget. His heart was heavy, for he knew that in a few hours he must go before Congress and urge it to make a declaration of war which would bring sorrow to many homes. But he knew that because he was president he must do the thing which the bravest and the best people in Boston, New York, Chicago, St. Louis, San Francisco, and every other city and village in the country wanted him to do. He could not go to each town and each city to ask the men and women what he should do. There was not time.

How the President spoke for the People

7. As the President paced back and forth in the stately room in which so many of our presidents had prepared messages for the people, he let his imagination carry him into a little village house where lived a widowed mother and two sons. One son was in college, the other worked in a grocery store. The home was small and plain, but happy. Should he ask this mother to let him have the older son to send to France? If he asked this, the other son must give up his ambition for a college education and support the mother. What would the mother say if he could ask her? What would the sons say?

8. Then his mind traveled to a home of wealth where there were many servants, brilliant lights, wonderful paintings, and all the comforts that money could buy. Here, too, were sons. Would they give up all the comforts and luxuries for the hardships of the battlefield — eating scanty food from tin plates, sleeping in trenches, and risking their lives to help free France and the world from the enemy? Because the President was one of the common people and had lived among them as an ordinary citizen, he knew that the son of the poor widow in the little town and the son of the wealthy man in the city would give the same answer — "Send us." What he wrote in the silence of the night was only what he knew was in the hearts of brave people everywhere. He knew that we were eager to "make good with our lives and our fortunes the great faith to which we were born." He spoke for the whole people. He acted as the president of the United States must always act — for the people.

The United States was also helping England and Belgium

9. Not only France but Belgium and England and Russia were in great danger from this enemy that was ruthless and strong. America was rich and brave and powerful. Our young men were the finest that the world had ever seen. Our land was the richest in food and metals, our people were the happiest and the freest. It was our duty to go to the rescue, and we did. This made us a great world nation. Every schoolboy and girl in England, Belgium, and France now salutes the Stars and Stripes and reads eagerly of the country of forty-eight states which never had a king or queen, but which has free schools and work for everybody and fights for the nation that is oppressed.

Intertwining the Stars and Stripes and the Union Jack

10. In England the people were almost as joyous as were the French men and women to know that America was coming to help fight the powerful enemy. The winter of 1916–1917 had been long and cold and dreary. The submarines had sunk so many boats that there was neither coal enough nor food enough to go around, and many a schoolboy shivered in the London fog and wished the war would end. Then came April 20, and the bells rang wildly, for it was America Day. America had declared war on Germany, and all over England, Ireland, Scotland, and Wales there were smiles and eagerness as the people celebrated the event. Everybody forgot the cold dreariness of the winter.

11. At eight o'clock in the morning, almost before the sun had appeared through the fog, something happened that

had never happened before in all the long history of England. From the top of the great Victoria tower in London, which is above the huge Parliament building corresponding to our Capitol at Washington, two flags were raised instead of one. Always the people had seen fluttering from that tower the Union Jack. Now they saw floating by its side the Stars and Stripes. Sometimes the breeze intertwined the two flags, sometimes it flung them apart, but always the thousands of people saw the two against the sky. The boys and men in the streets stood with bared heads, and tears came to the eyes of hundreds.

Taking away the Power of Selfish Kings

12. It was one of the greatest days in all the world's history when the United States declared war on Germany. Let us see why. More than a hundred years ago George Washington took command of the American army. In the war that followed, America freed herself from the tyrannous king, George the Third. Washington helped the American colonies prove that no king could long abuse a brave freedom-loving people, even if they were weak and small in numbers. Encouraged by the example of the American colonies, the English people little by little took away the power of their kings and nobles and ruled themselves.

13. England to-day has a king that she loves, but he has no power to harm the people. She has a leader called the prime minister, who represents and acts for the people in almost the same way that our president does. She has a parliament which is similar to our Congress, to which the people send representatives to make their laws. France, too, used to have kings and queens who kept the people poor

and made them work for their own selfish whims. But France had a revolution much like our Revolutionary War and dethroned her king. To-day France is a democracy with a president and a congress. The American colonies, although they were weak and poor, were the first great people in modern times to show the whole world that any brave nation need not let a king make slaves of them. Our first Fourth of July was, therefore, a great day for the whole world.

America becomes Great and Powerful

14. But after the people in the United States became independent of England they thought little of what was happening in England or France or Russia. They were busy building big cities, huge railroads, factories, schools, and libraries. When the colonies threw off the rule of England, New York was a city of only twenty thousand inhabitants. It had no buildings more than three stories high, no electric lights, no electric cars. There were no railroads, no well-heated houses in winter, no great hotels, no automobiles. Chicago was only a little trading post. But the American people were full of energy and ambition, and little by little they built up wonderful towns and cities. Talented men invented electric lamps, furnaces, elevators, and thousands of the comforts of living, until America became a country of big cities, big enterprises, big opportunities.

The People know Little about Europe

15. All these years since the Revolution the people who lived in Boston or Chicago never knew much about what the people in London or Paris or Petrograd were doing.

Even if there was a great and terrible plague in some part of Europe, we knew very little about it. The ministers in the churches would take up collections for India when her crops had failed, or for Armenia when she had been oppressed by the Turks. Everybody who learned of such troubles of European nations felt sorry for them, but thousands of Americans never even heard of these misfortunes.

16. When, however, the Mississippi overflowed its banks, or a great tornado wrecked a town in Kansas, or a big fire wiped out a whole city, all over the United States people sent pennies and dollars and sympathy. It was a part of the love for their country for those who lived in Virginia to help Kansas when that state was in trouble, or for all the states to help San Francisco when half the city was wrecked by fire and earthquake. The remotest town in Minnesota or Southern California was as interested in the welfare of the whole United States as was the great city of New York.

America helps Cuba

17. But in the year 1896 men and women in every part of the United States became very much excited about the troubles of another people—the Cubans. These people lived on an island, southeast of Florida, which belonged to Spain. Spain needed money and planned to get some of it by taxing the poor hard-working Cubans. She decreed that every Cuban should secure a government license, for which he must pay from fifty cents to fifty dollars; if he appeared on the street without the license he could be thrown into prison. In addition to this tax, there were taxes on crops, taxes on food, taxes on almost everything.

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New York City as it is To-Day and as it was Two Hundred Years Ago

18. The people rebelled and raised a little army to resist this tyranny, just as we did in 1776 when King George of England taxed us unreasonably. Then came terrible times. The stories which reached the United States of starving women and children so angered our congressmen that several of them went to Cuba to see for themselves what was taking place. One of these men was Senator Proctor of Vermont. On his return from the island he wrote an account of what he had seen:

I saw thousands of wretched people but no house or hut for four hundred miles of railroad. Women and children were huddled in ruined walls or under palm-tree branches. . . . Little children were walking about with arms and chests terribly emaciated, eyes swollen, and abdomen bloated to three times its natural size. . . . Deaths in the streets have not been uncommon. . . . People have been found dead about the markets in the morning, where they have crawled in the hope of getting some stray bits of food. . . . These people were independent and self-supporting before Spain oppressed them. . . . Two hundred thousand Cubans have died within Spanish walls in a few months.

19. Senator Thurston of Nebraska and his wife also went to Cuba. The terrible sights so affected Mrs. Thurston that she died from the nervous shock soon after her return to the United States. The whole country demanded that we send help to the Cubans. First, President McKinley protested to Spain, but to no avail. Finally, on April 19, 1898, we declared war on Spain to show that we would not allow the people of any island or country near us to be oppressed. Spain was defeated and gave up to us Cuba, Porto Rico, Guam, and the Philippines. In fighting for Cuba we were

doing what the fine, strong, well-fed boy always does for the small, poorly fed boy who is being abused. After the war we helped Cuba recover from her long struggle against Spain. For a while we took charge of the government and stamped out disease, built schoolhouses, sent doctors and teachers from this country, and taught the people how to govern

Photo by Brown Brothers

The King of England saluting the Stars and Stripes in London

themselves. Then we withdrew our troops, and most of our helpers, and left the Cubans free to govern themselves. We promised them, however, that we would come to their assistance if they again needed us.

Cuba was our Near Neighbor

20. It is only a short distance from the southern part of the United States to the island of Cuba, but it is three thousand miles from this country to Europe. We regarded Cuba as a next-door neighbor, while England and France

seemed only distant neighbors. We supposed that we were too far away and knew too little about their affairs ever to go to war to help them.

Germany tries to crush Belgium and France

21. But one day in 1914 a huge army of several millions suddenly sprang up in Germany and startled the whole world by showing that it intended to crush the prosperous and happy little country of Belgium and brave, thrifty France. Even George the Third had more excuse for sending an army to America in 1776 than Germany had for invading Belgium and France. King George thought he owned the American colonies and could tax and govern them as he pleased. He regarded them as English colonies under the protection of England. The German emperor knew that he had no claim to either Belgium or France, yet he decided that he would make them yield to his wishes. In Germany the emperor and a little handful of men ruled the people. The people were not free to choose their own ruler as we are.

22. Americans were almost as startled as the French people at what the German emperor was doing. Our newspapers printed "extras" with bold black headlines, but the terrible things that were happening seemed a long way off. We all slept and ate and worked as usual. England, who was Belgium's and France's nearest neighbor, just as the United States was Cuba's nearest neighbor, came to the rescue and sent an army to help keep back the Germans. But still the German army captured most of Belgium and seized more than three thousand villages and towns of France. After a little, tales of the terrible suffering of women and children in Belgium and France began to be printed in our papers.

Making the World Safe for Democracy

23. At last, when, day by day, we saw that the German army was torturing women and children and destroying trees and gardens and churches, we understood that the enemy really wanted to destroy all the free nations that ruled themselves. This meant that Germany would also crush the United States if she could. Soon, by sinking our boats, by breaking her promises, and by filling our country with spies, she showed that she was indeed our enemy as well as the enemy of Belgium, France, and England. President Wilson told Congress that the world was no longer safe for democracy, even in America. Then all the finest, bravest Americans said: "Let us help France and the other countries which Germany is trying to crush. Let us fight for our own rights and those of other nations." After President Wilson's famous message to Congress, war was declared on Germany, and immediate preparation was made to send money, arms, and men to Europe. We no longer saluted only the Stars and Stripes. We hung out the flags of all the Allies. We had joined hands across the Atlantic. America had become the champion of all the oppressed peoples. It was one of the greatest events in the world's history.

24. Soon there was not a true American, either boy or girl, man or woman, who was not planning some way to help England, France, Belgium, and the other distressed countries. America, from the smallest boy and girl to the oldest man and woman, had come to the rescue. All were doing their bit to make the world safe for democracy.

QUESTIONS AND PROBLEMS

1. Where is France? 2. What happened to France in 1914? 3. What did the French women begin to fear? 4. What strong, powerful country came to help France in 1917? 5. Why did the French people shout "Vive l'Amérique" when they saw American soldiers in their villages?

6. What president called for soldiers to go to France? 7. From what states did these soldiers come? 8. Why did the president call them? 9. Can the president of the United States call an army whenever he wants to? 10. Was it poor boys or rich boys who answered the president's call?

11. What made the United States a world nation? 12. Tell why England celebrated America Day on April 20, 1917. 13. Where did the Stars and Stripes float on this holiday? 14. Describe the British Union Jack. If your history does not have a picture of it, consult a large dictionary or an encyclopedia.

15. What was the greatest day in America's history? 16. Why did the American colonies resist the king of England in 1776? 17. Did America ever have a king? 18. Can England's king to-day make the English people do what he wants them to? 19. Does France have a king?

20. After the Revolutionary War the United States was busy doing what? 21. Why have the people in the United States been more interested in what happened here than in what happened in Europe or Asia? 22. In what island did the United States become interested in 1896? 23. Who owned this island? 24. Who now owns this island? 25. How were the people being oppressed? 26. How did President McKinley try to prevent war between Spain and the United States? 27. Why was it our duty to help Cuba? 28. How did we help Cuba after the war?

29. Why did the United States hesitate to go to the help of France when it had been so eager to fight for Cuba? 30. Why did Germany invade France and Belgium? 31. Did the German people choose their own emperor as we do our president?

32. Tell why we finally declared war on Germany. 33. President Wilson said that the world must be made safe for democracy. What did he mean by this? 34. Think of a good definition of democracy that would make the meaning of this word clear to a sixth-grade pupil.

35. The two small countries represented below are Belgium and Serbia. The two large countries are Germany and

Austria-Hungary. In 1914 the two large countries sent great armies into the little countries and almost completely crushed them. Both the Belgians and the Serbians fought the enemy

every step of the way. They acted the part of heroes. If the Belgians had not resisted, Germany might have conquered France also, for France lies next to Belgium. While the Belgians were fighting and yielding only inch by inch, the French got together their army and kept the Germans from reaching Paris, the capital of France. Under the heading "Courage," or some similar title, write a hundred words comparing the tyranny of a big nation like Germany with the daring of a little country like Belgium.

36. Think of two reasons (more, if you can) why you would rather live in a democracy than in a country which is ruled by an emperor.

37. Read this chapter through again and then write a composition of three hundred words, telling why you are proud of the United States. 38. Find out how the United States has treated the people of Alaska, the Philippines, and its other possessions. Are you proud or ashamed of what you learn?

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War is always Cruel, even to Helpless Women and Children

CHAPTER XX

WAR—WHAT IS IT?

The "Lost" Children of Belgium

1. In 1916 an American visited a quaint little school for orphan children in a Belgian town. It was early in the morning, and the one hundred and twenty pupils were still in the dining room. As the Sister who acted as guide opened the door they began to sing "America." Four-year-olds, five-year-olds, as well as the older children, all sang lustily, and when they came to the "Let Freedom ring" each voice was a little stronger, each eye a little brighter. The visitor thought perhaps they had sung in his honor, but the Sister explained that their breakfast was always finished with this American anthem. "It is their thank you for the meal," she said, "because all the food we have comes from America."

2. It seemed strange to hear children who could speak no English, and who had never seen America, singing one of its songs. But there was something stranger yet about this little school. The pupils were all "lost" children. Perhaps they had fathers, mothers, and homes somewhere, but no one knew where. Many had even lost their names. Men had come to the doors of the school, saying, "We found these babies in a ruined house," and the Sisters had cared for them. As the little tots learned to prattle the Sisters shook their heads sorrowfully, saying: "Nameless waifs. Perhaps even

their mothers can never tell which are theirs." Can you imagine what it would be not to know who you really were? You would always be looking into the faces of strangers and saying: "Perhaps he is my brother. Perhaps she is my mother." But how did so many children get so badly lost that no one knew who they were? Perhaps you have already guessed the answer. Before you tell it, let your imagination take you into other far-away places.

Poisoning a Whole Village

3. One day in 1916 the whir of air planes was heard over a village of France. Women and children rushed to streets and doorways to gaze into the sky. They wondered whence came the airships and whither they were going. After a few hours the children suddenly became ill; then many of the men and women were seized with intense pain. Children struggled for breath, as if they were fighting some monster that held them by the throat. For a whole week the people of the village kept dying, until the dead numbered four thousand. The airships which had passed swiftly over their homes had dropped bombs filled with deadly gas, colorless and odorless, so that no one knew his danger. No person who breathed this poison escaped a terrible death.

Burning Homes in England

4. On the same day, in an English town many miles away to the northwest, when the children were at their lessons, a shrill whistle sounded. Instantly, as if for a fire drill, books were dropped, pupils stood, and in single file, double column, they marched to the great basement. As each line

of pupils reached its place, the teacher gave a signal and every boy and girl fell to the floor. For fifteen minutes they lay there waiting. A loud crash like that of thunder made even the floor under them shake as if in the grip of an earthquake. The sound of fire gongs added to the confusion. But no one stirred. When finally the signal was given to return to their desks, and they marched past the hall windows, the pupils could see flames and smoke leaping to the sky. An enemy airship had passed over the town, dropping deadly bombs. It was the explosion that had shaken the school and set fire to the buildings. That night fifteen of the pupils found only hot ashes where their homes had been.

The House of Hopes and Fears

5. On a desolate spot near a main highway in Belgium in 1916 stood a curious wooden shack. The boards which formed its sides were covered with writing. In pencil, chalk, mud, and even in blood, pathetic little messages had been written. Men and women who passed along this highway searching for their wives and husbands stopped and wrote a message in the hope that those they sought would come that way and read it. Day after day old men, old women, and even children, toiled wearily over the road and stopped for a moment to see if any name known to them was there.

What caused All This Wretchedness?

6. Are not these wretched pictures that we have painted? Do you know what all this means? One word tells the whole story — *War*. By 1918 over thirteen million people

in Europe had starved to death or died from exposure since the beginning of war in the summer of 1914. Over five million men had died of wounds or on the battlefield. Thousands of mothers had lost their children. Families had been separated never again to be united. Every important

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The House of Hopes and Fears

nation in the world was at war. For hundreds of miles in Europe the sound of cannon had not ceased in three years. And why? The whole world was at war. But why?

Why do we have Wars?

7. It is hard to explain why men fight. But always there has been selfishness and hate somewhere. In every town are evil men or ignorant men who would harm others if they dared. That is one reason why we have policemen,

detectives, and courts. But it is not always evil men who bring on war. Our own Civil War was caused because men could not agree. The best men of the South died fighting the best men of the North. Misunderstanding, ignorance, and anger have all helped to start wars.

8. The American nation was born in war. The king of England tried to force the American colonists to do things against their will. They went to war. Many Englishmen — one of them a famous orator, Edmund Burke — warned Parliament that war would come if they continued to try to force the colonists. If the rulers of the English nation had been less selfish, less stubborn, the war would not have been necessary.

9. Most of the great wars in Europe have been fought for conquest. That is, when a nation has wanted more land, it has sent an army to get it. Of course the people who were living on the land tried to keep it, and this resulted in war. Usually the big nation got the land that it went after. This left bitterness in the hearts of the defeated peoples.

The Divine Right of Kings

10. In the chapter on America and Liberty we have learned that America has always championed liberty. By liberty America means an equal chance for each person to worship, to work, and to vote as he pleases. But not all nations believe that every man should have this kind of freedom. George the Third, whose armies George Washington defeated, believed, as Emperor William of Germany did in 1914, that Heaven had given him and all those related to him special rights over others. A king was above all laws, they claimed. A king could seize the money that men had

earned and spend it for his pleasure. If a ruler happened not to like the king in the next country, he could make his people fight that king. If he happened to want a seaport that belonged to a weaker country, he could simply send an army to take it. In other words, kings and emperors like William the Second of Germany and George the Third of England believed in the *divine right of rulers* to do as they pleased.

The Struggle between the Kings and the People

11. England no longer has a king like this. She believes, as America does, in the *divine right of the people*. But in 1914 Germany was still old-fashioned enough to try to bully little nations. Austria-Hungary, Bulgaria, Turkey, were equally old-fashioned. The people of these countries were obliged to go to war whenever their rulers said the word. Sometimes they did not even know what they were fighting for. The great war which began in Europe in 1914, and in which the United States joined in 1917, became in the end a war between the nations which believed in the divine right of rulers and those which believed in the divine right of the people.

12. The "lost" children in the Belgian school, the four thousand dead in the French town, the buildings wrecked by bombs in England, the wooden shack with its pitiful messages — all were the result of the barbarities of the warfare waged by Germany and her allies. There are supposed to be rules even in war, but every known law was broken by the German armies. The armies which fight to protect the divine right of rulers fight like savages; those which fight to protect the divine right of the people fight like brave men.

Helping the Weak Nation

13. Probably as long as big bad boys injure small boys and as long as powerful countries attack weak countries those who believe in fair play must be ready to help restrain the boy and the nation that is a bully. People will never cease to work to make war impossible, but until all the nations, big and little, agree to respect the rights of each other, the United States must be ready to protect itself and to help the small nation.

Two Ways of preventing One Nation from injuring Another

14. There are only two ways of stopping one person or nation from injuring another — by *persuasion*, which we sometimes call *diplomacy*, and by *force*. In the case of a fight between two persons, a third person can use his utmost skill to try to persuade the fighters to settle their quarrel by words. If words fail, then he must use force to help the one who is in the right. Of course both fighters may be in the wrong, or they may be fighting because they hate each other. In that case the third person would do everything he could to stop the fighting, but would not join in it.

15. In 1897 President McKinley tried by persuasion to stop the fighting between Spain and the Cubans. When diplomacy failed he used force, and that is the reason Cuba is a free, prosperous island to-day. When in 1912 civil war broke out in Mexico the United States did not send an army to help either side. This was because there seemed to be no reason for a third person to interfere.

What a Person does when he is Injured

16. Every person in the United States, rich or poor, black or white, old or young, American born or foreign born, can appeal to our courts if he is being injured or unfairly treated in any way. If a man steals his neighbor's cow the owner cannot horsewhip the thief. He must appeal to the police to arrest the thief, and both the owner and the thief must appear before a court. The court restores the cow to its owner and punishes the thief. We allow no one to be punished except by the law.

17. In disputes generally the help of the court can be asked. When a legacy has been left to a family, if the son thinks the daughter should have less and he more, and the daughter wants it all, they can appeal to the court to decide. The court listens to all sides and then renders a decision. It would do the family no good to come to blows.

A World Court to settle the Disputes of Nations

18. Many people believe that all nations should settle their disputes in the same way. There should be a great world court to which all nations could take their disputes. In 1896 some of the nations tried to establish such a court at a place called The Hague, which is the capital of Holland. The idea was that if France, England, Russia, Serbia, — any country small or large, — had a grievance, it could take it to this court to be decided. If the troubles that started the great war of 1914 had been taken to this court, there might have been no lost children in Belgium, no ruined homes in France, no American boys in graves across the Atlantic.

19. For more than a hundred years we have had unbroken peace with Canada and Great Britain. There have been many disputes about boundaries, fishing grounds, and other similar matters, but every dispute has been settled without the aid of guns. The only conflicts have been arguments on paper. During all this century not a fort has been built by either Canada or the United States on the more than three thousand miles of our northern boundary. Not a battleship has touched the waters of any of the Great Lakes since Great Britain and the United States pledged themselves, at the close of the War of 1812, to this. At the World's Fair held in Chicago in 1893 the managers wanted to let the people see what a battleship looked like. But because we would not break our word even in "jest," the managers had to build a brick "imitation" warship. If America and Great Britain, the two most powerful nations in the world, have settled all their disputes peacefully for a hundred years, surely all the other nations can follow their example.

20. The world is tired of despots and wars. All the free peoples like those of the United States, England, and France will strive to rid the world of rulers who believe in the divine right of kings. When that day comes all disputes will be settled in great world courts. But even a world court cannot prevent one nation from envying another its wealth or its territory, just as a city court cannot prevent one man from wanting the gold watch owned by another. If in spite of a world court a nation turned thief and stole what belonged to another, the rest of the world would have to do what cities do in the case of thieves — arrest the nation and bring it before the court for trial. How could it arrest

a nation? By means of its armies and its navies. So whether wars shall end or not, for a long time to come some armed force, perhaps an international police force, will be needed to keep the world's peace.

QUESTIONS AND PROBLEMS

1. What is the best definition of war that you have ever heard? 2. One man has called war "the madness of nations." What do you think this means? 3. One of the generals in our Civil War called war *hell*. What kind of picture do you think he had in mind when he said this? Remember that he had seen many battlefields.

4. Suppose that in 1914 you had lived in Belgium when it was invaded by the German army. Write a letter to a friend in America, giving a little picture of what you found war to be. Tell only what you could have seen and heard for yourself.

5. In the wars of the great French general Napoleon, three million of the finest men in Europe were killed or died of wounds. It is said that after these wars the average height of the French population fell one inch. Can you explain this?

6. The Vikings were famous warriors. The constant excitement of war unfits men for the work of peace. Find out all that you can about the Vikings. Then see if you can give one reason why there is to-day no Viking nation.

7. Except for minor conflicts, these are the wars that America has fought up to 1917:

Revolutionary War	7 years
War of 1812	$2\frac{1}{2}$ years
Mexican War	2 years
Florida War	7 years
Civil War	4 years
Spanish War and Philippine Rebellion	2 years

Consult your history, and explain (1) why we fought these wars and (2) whether or not we treated any other nation or people unjustly.

8. What does the divine right of kings mean? 9. Can you name any nation to-day which believes in this? 10. What kind of divine right does the United States believe in? 11. Make a list of the principal nations of the world, and opposite each indicate the kind of ruler and government that it has. You will find this information in a good encyclopedia or in the "Statesman's Year-Book."

12. How can wars be prevented? 13. For many years the United States and Great Britain disputed over the boundary of Alaska which adjoined Canada. Did the two countries go to war over this? 14. Do you know of any other disputes which we have had with other countries? How were they settled?

15. If a man uses a piece of land that belongs to someone else, can the owner of it punish the trespasser? 16. What is a court? 17. What is a world court? 18. Has there ever been a world court?

19. How could a nation be arrested?

CHAPTER XXI

THE ARMY AND THE NAVY

What are the Army and the Navy?

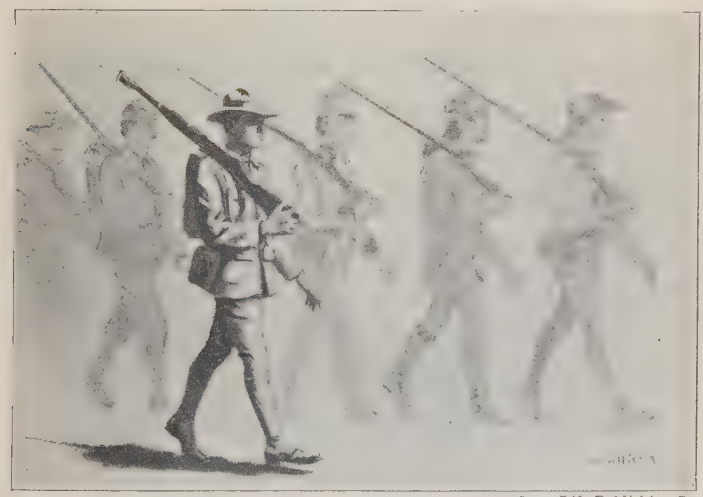
1. There are only two ways that a nation can use force — by means of its army and its navy. An army is simply men and weapons. A navy is simply men and weapons. The difference between the army and the navy is one of weapons only. Into both we put our finest men. We give them the best weapons that skill and money can devise.

Protecting our Borders

2. A bank often has millions of dollars' worth of gold and papers in its possession. How does it protect these treasures? In three ways — by iron vaults, by guards in uniform, by detectives in plain clothes. The United States is like the bank; it must protect itself in three ways — by defenses (forts and battleships), by guards in uniform (its soldiers and sailors), by detectives in plain clothes (secret-service men). It is the work of the secret-service men to warn us in advance if enemies are plotting against us. If the enemy does seek to attack us, we have to protect ourselves with our forts, our battleships, our soldiers, and our sailors.

3. As we have already learned, our long strips of seacoast with their good harbors are one reason for our prosperity. But in time of war they are our greatest danger. We have no enemy to fear on our northern boundary. Between us

and Canada there is not a single fort or guard, and we need none. On the south the one danger spot is poor troubled Mexico. Most of the Mexicans can neither read nor write. They are illiterate and superstitious, much like the Indians who occupied America in the days of Washington. When in the power of dishonest, plundering leaders they rush



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They have never fought a Dishonorable War

across the border and cause us much trouble. The eighteen hundred and thirty-three miles of Mexican border must be watched, but our chief danger points are our seacoast.

4. Counting all the zigzagging inlets and outlets, the United States has five thousand miles of coast to protect. Including our Island possessions and Alaska, this country has twenty-one thousand miles of seacoast. To guard this is an enormous task and requires many forts, many battleships, hydroplanes, and men.

Keeping the Ocean Open

5. Our great navy is always on duty. Where there is danger to the Stars and Stripes, there go our battleships. Only when the ocean is safe for merchant vessels can our nation keep prosperous. It is necessary, then, that the peaceful merchant ships of every nation be able to sail north, south, east, or west in perfect safety. Because England interfered with our rights on the ocean in 1812 war resulted. One of the reasons why America went to war with Germany in 1917 was that German submarines made the ocean unsafe.

Guarding our Neighbors

6. Our navy must protect not only our own shores but those of our neighbors. The United States has promised the little republics of Panama and Cuba that no other country shall take away their freedom. This means that if some more powerful nation should attempt to oppress the people of Panama in any way, our battle cruisers would steam to the coast of Panama and stay until the trouble was over.

7. The United States has also told Europe that each one of the South American and Central American countries is to be left free to govern itself. These countries are not yet strong enough to protect themselves against a powerful enemy, so the United States acts the part of guardian. At the first sign that any powerful nation intended to use force on one of our southern neighbors, our navy would appear on the scene. Even if our forty-eight states should not need the protection of our army and navy, it would be a long time before our Island possessions and some of our neighbors could fully protect themselves.

Protecting Americans in Foreign Countries

8. Besides guarding American shores and those of our neighbors, our army and navy give assistance to Americans in many ways. On November 30, 1900, Elihu Root, Secretary of War, made the following report to the President:

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Looking for Submarines

On the 14th Peking was reached. At 11 A.M. of that day two companies of the Fourteenth Infantry, under the immediate command of Colonel Daggett, had scaled the wall of the Chinese city, and the flag of that regiment was the first of the foreign colors to be unfurled upon the walls of Peking. After steady fighting until about the middle of the afternoon, the Tartar city was entered and the Legations were relieved. Our casualties during the day were one officer and eleven enlisted men wounded.

9. What were American soldiers doing in far-away China? Thousands of Americans, bent either on pleasure or on business, every year travel in European and Asiatic countries. In 1900 many Americans, Englishmen, Germans, and others were living in China. In that year an organization of Chinese

called the Boxers began to kill and rob the foreigners. These Boxers were ignorant men and believed that all foreigners ("white devils" they called them) came to China to injure them. The Chinese government tried to put down the Boxers, but failed. Then the different countries which had citizens living in China sent troops to protect them. Little by little the Boxers were driven back from the coast to Peking. Peking is an ancient, well-fortified city surrounded by a thirty-foot wall. There thousands of French, American, English, German, and other foreigners had taken refuge. It was necessary to try to rescue them before the Boxers could capture the part of the city where they were.

10. When the relief forces reached the great city, the Boxers held the wall. Before the city could be entered it was necessary in some way to clear this wall of the enemy. There were no scaling ladders, no ropes, no tools. The men had nothing but rifles. An American officer noticed that there were broken places in the wall and suggested that by means of these a man might climb to the top. A volunteer was asked for. At once a young American soldier stepped forward.

11. He climbed the first fifteen feet without difficulty, but the rest of the ascent was slow and painful. For almost an hour, in breathless silence, the men watched the climber, eighteen, twenty, twenty-five feet above them, until finally he signaled to them from the top. Then others followed. By means of a rope they drew up their rifles, one at a time. But there was no flag among them, nothing to show to either foe or friend who they were. Some of their own forces might mistake them for Boxers and open fire. So an orderly was sent in haste, over a route exposed to the fire of the enemy,

to bring the regiment flag. When, an hour later, it was unfurled against the cloudless August sky, a mighty shout went up that was heard for miles. And the American men, women, and children in Peking, who for months had prayed that they might not meet death at the hands of the infuriated Boxers, hearing that shout knew that help had at last come. Every American feels a thrill of pride to know that it was the flag of his country which first flew on the walls of the city where his countrymen were imprisoned.

Helping the School-teacher Travelers

12. When war broke out in 1914 thousands of school-teachers and other Americans were spending their summer vacations in Europe. In the panic which ensued many were unable to get home. Our government sent army officers and government boats to help them in every way possible. In whatever part of the world Americans go, whether on business or on pleasure, their safety must be protected if possible. Without an army and navy this could not always be done.

The Army as a Pioneer

13. In rescuing or protecting American citizens in foreign countries both army and navy have to lend their help. But within our own country it is the army that is called upon. We hear a great deal about the courage and self-sacrifice of our pioneers — the men and women who left the sheltered towns of the East and pushed out into the wilderness, braving the dangers of wild animals and savage Indians. But we do not always remember that where the pioneers went, there went the army also. It has always been true, and always will

be, that where there is grave danger in the town, there will be the police; where there is danger in the state, there will be the militia; where there is danger in the nation, there will be the army.

How the Army helped build Railroads

14. In 1867 the great transcontinental railroad was being built through stretches of wilderness. Week after week sturdy workmen pushed their way, cutting trees, blasting rock, laying rails. These men were nation builders as truly as any other group of patriotic citizens. Often hundreds of miles from a village they worked by day and camped by night. One hot noon in Colorado a group of these workers strayed down to the banks of the Smoky Hill River to rest in the shade of a cottonwood tree. Hardly had they reached the tree when a small party of Cheyenne Indians jumped from a hiding place and attacked them. At the first sound of rifle shots United States soldiers rushed to the rescue, killing several Indians and putting them all to flight. But what were soldiers doing in the wilderness of Colorado in times of peace? They had been sent to do just what they did on this hot August day — protect the railroad workers from the Indians. Always, in the years when the East marched to the West, the army posts kept pace with the settlers to help them in every way possible.

What the Army and Navy did for Alaska

15. Fifty years ago we purchased Alaska from Russia, but not many Americans went there until 1896, when gold was discovered in the Klondike. In that year and for

several succeeding years thousands of men and boys rushed from the states to search for gold. It was a cold, cheerless country, without comforts of any kind. When the government realized the hardships ahead of the people, it sent our army to aid and protect both natives and newcomers. The army installed telegraph and cable lines between Seattle, Washington, and some of the principal Alaskan settlements. It built more than nine hundred miles of wagon road and about two thousand eight hundred miles of winter sled road in an almost roadless country.

In Panama and in Cuba

16. Probably the greatest peace task that our army has undertaken was the building of the Panama Canal. The engineer corps of the army is one of the finest in the world, and it was this body of men who finally planned and carried through the digging of the world's biggest ditch. It was the doctors of our army and navy who cleaned up the Zone so that men could live there in health. When the French had tried to build the canal, deadly fevers had killed so many workers that the undertaking had to be given up. Under the United States army health conditions were as good as in most of our towns and cities.

17. After our army had defeated the Spaniards in Cuba, it remained to stamp out disease, help start schools, restore ruined homes. If our soldiers must destroy lives and property, the moment that peace comes they help to heal and build up. Armies used to mean only *de*struction. The United States has helped to prove that they may mean *con*struction also.

Exploring the Arctic Regions

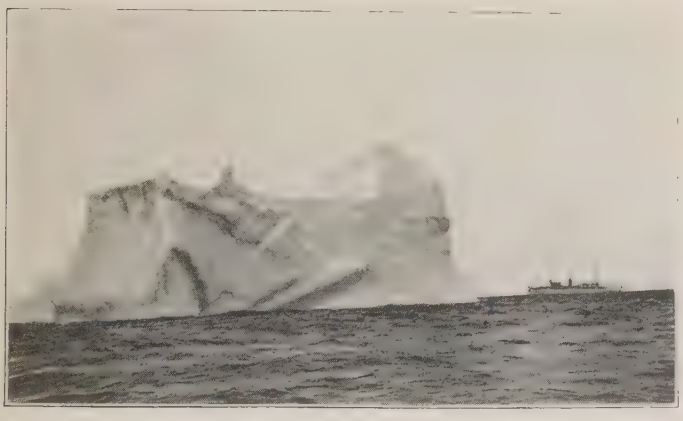
18. Some of our boldest explorers have been sent out by the army. It was a lieutenant, A. W. Greely, who took an exploring party into the arctic region to make scientific observations for our government. All but seven of the party perished. No message had come from them for so long that relief parties were dispatched to search for them. It was an officer of the navy, Commodore Schley, who was in charge of the successful relief expedition. Not a year goes by that somewhere, in some corner of the world, some part of our army and navy does not go on an errand of helpfulness.

How our Navy helps Commerce

19. Our navy is kept as busy in peace times as is the army. It patrols the Atlantic and the Pacific in search of wrecked vessels which menace shipping. If possible, it tows these to some harbor. When this is not practicable, it either burns them or sinks them. When a severe storm rages, it is ready to go to vessels in distress. One naval vessel on the Atlantic coast is fitted out as a hospital ship and patrols the Newfoundland fishing grounds to aid the fishermen, who often suffer greatly from cold and hunger. Since the sinking of the *Titanic*, which came into collision with an iceberg, for four months in the year, day and night, our navy patrols the iceberg danger zone of the Atlantic Ocean. By means of the wireless it can notify vessels of the presence of icebergs.

20. Our navy even furnishes protection to a great colony of birds which make their winter quarters on the Laysan

Islands in a lonely spot between Hawaii and the Philippines. A number of years ago President Roosevelt made these islands a bird reservation, for it was found that thousands of albatrosses made their nests there. Their quills are so desired for millinery purposes that several times



Patrolling the North Atlantic to warn Steamships of Icebergs

unscrupulous men have raided the islands, killing hundreds of birds and starving others to make their skins less oily. So now our revenue cutters, which patrol the waters of the north Pacific, stop at Laysan to see that all is well. Without this protection these birds might soon become extinct.

21. Because our army and our navy are a necessary part of our great nation, we should know who controls them, what kind of laws they have to obey, what kind of men serve in them. This we shall learn in the next chapter.

QUESTIONS AND PROBLEMS

1. How can a nation protect itself or help its neighbors by means of force? 2. What is an army? 3. What is a navy?

4. Why does the United States need an army and a navy for protection?

5. Why do we have no forts between Canada and the United States? 6. We have no forts between Canada and Alaska. Why? 7. What part of our inland boundary do we have to guard at times? Why?

8. How many miles of seacoast does the United States and its possessions have? 9. In what way is this a danger? 10. In addition to its forty-eight states, the United States either possesses or has the guardianship of eight different sections of the world — Alaska, the Philippine Islands, the Hawaiian Islands, Porto Rico, the Island of Guam, a group of the Samoan Islands, the Virgin Islands, and a strip of Panama. Why is it our duty to give each of these the same protection that we would give the United States proper?

11. Why does much of our prosperity depend on keeping the ocean open to merchant vessels? 12. What countries besides our own do we have to protect with our navy? 13. Whenever we prevent a European or Asiatic nation from interfering with any of the countries in South or Central America, we say that we are "enforcing the Monroe Doctrine." What is the Monroe Doctrine? Consult your history, an encyclopedia, and the dictionary. 14. If you were asked to debate on *Resolved*, "That the Monroe Doctrine should be abolished," which side would you take — the negative or the affirmative? Why?

15. Can an American travel through Europe and Asia? 16. Can he be sure of being safe? 17. What happened in China in 1900? 18. Who were the Boxers? 19. Why did America send troops to China?

20. How did the United States help its citizens who were traveling in Europe in 1914 when war broke out? 21. How did our army help the pioneers to settle the country beyond the Mississippi? 22. What is a transcontinental railroad? 23. Why was the building of such a railroad a difficult task? 24. How did our army help in this building?

25. When gold was discovered in the Klondike, Alaska, what did our army and navy do?

26. What is an engineer corps? 27. Why does our army have such a corps? 28. What big piece of work did this corps finish in 1914?

29. After peace was declared in Cuba, what did our army do? 30. Someone wrote a newspaper article entitled "Creosote follows the American Flag." Can you think what such an article would probably tell?

31. What is an explorer? 32. Name one of our army officers who conducted an arctic exploring party. 33. When this party was lost, who went to search for it?

34. How does our navy protect shipping and assist fishermen? 35. How does it protect one of our bird reservations?

CHAPTER XXII

THE ARMY AND THE NAVY (Continued)

Two Model "Villages"

1. There are at least two model communities in the United States. The people who live in these "villages" are cleaner, healthier, busier, than any other groups anywhere in the United States. One interesting thing about these places is that no liars are allowed. Another is that everything and everybody is immaculate. Dirt is forbidden. It is difficult to get permission to live in either of these villages, and it is still more difficult to stay there. An untidy person, a person who is frequently late, a shirker, or a liar is soon discovered and forced to leave.

2. In the spring of 1917 a young man who lived in one of these communities left his work for ten minutes without permission. That evening he was asked by an official of the village if he had been away from his work. He said "No." Then there was trouble. The officials arrested the young man and held a trial. He confessed the truth, said he had never lied before, and begged to be allowed to remain in the village. His father, a person of great influence, pleaded for him. Never before had the young man disobeyed a rule of the village. Even the president of the United States was appealed to. But both the officials of the village and the government of the United States said, "It does not pay to educate a liar."

Part of One of the "Villages" in which Lies are not Permitted

Why No Liars are allowed in these Villages

3. If all persons who do not tell the truth should be expelled from the towns in which they live, it would take many trains to carry them away. A liar is always dangerous, but there is a special reason why these two communities must expel every untruthful person. These villages are the United States Military Academy at West Point and the United States Naval Academy at Annapolis. It is in these that the United States trains officers for the army and the navy. The armies that fight under the Stars and Stripes must be the finest in the world. They must therefore have the finest officers — for the officers must teach and train the soldiers and sailors. In times of danger every officer must know that every other officer and soldier is telling the exact truth. A battle might be lost through a "white" lie. No weaklings, no liars, no bullies, should be graduated from West Point and Annapolis.

4. The aviation departments of the army and the navy are the most difficult branches to enter. A man who fights in the air must be keen, quick, brave, and accurate. In time of war the aviator is the scout. He flies over the enemies' lines and brings back a report of what he sees. When the United States army rejected many strong young men who wished to become flyers, the examining officer gave this reason for some of the rejections:

Absolute truthfulness is one very necessary qualification for a flyer. The service needs men who can take accurate observations and report them accurately. A tendency to exaggeration on the part of an aërial observer may cost thousands of lives. We reject all inaccurate young men.

Rigid Rules for the Student Officers

5. It will help you understand and value your army and navy to know a few of the rules and qualifications of the young men training to be officers:

144. *Disrespect to superiors.* Cadets [young men studying to be army officers] who shall behave themselves in a refractory or disrespectful manner toward a professor or instructor, or other superior officer, shall be dismissed the service or otherwise less severely punished.

145. *Intoxicating liquors.* Cadets who shall drink or be found under the influence of intoxicating liquor, or bring or cause the same to be brought within the cadet limits, or have the same in their rooms, tents, or otherwise in their possession, shall be dismissed the service or otherwise less severely punished.

149. *False statement.* Cadets who shall knowingly make or cause or procure to be made, false reports or false official statements, or who shall knowingly make false statements of any kind, shall be dismissed the service.

154. *Defaming another cadet.* Cadets who shall, by any means whatever, traduce or defame another, shall be dismissed the service, or otherwise less severely punished.

168. *Ungentlemanly conduct.* Cadets are not only required to abstain from all vicious, immoral, and irregular conduct, but it is enjoined upon them to conduct themselves upon every occasion with the propriety and decorum which characterize the society of gentlemen. Any cadet who shall be guilty of conduct unbecoming an officer and a gentleman shall be dismissed the service.

6. As these rules show, some offenses are punished in two ways — by dismissal or "otherwise less severely"; but lying and ungentlemanly conduct have only one penalty — dismissal. It should make every American feel a little

prouder than before to know that the officers who train our armies and lead them in war are, first of all, honest and gentlemanly. The West Point and Annapolis motto is "Honor, Duty, Country."

Army Discipline

7. This rigid system of rules and punishments is sometimes called army discipline. Whether the soldier is a private or an officer he must give instant obedience to his superior. He can never leave his work to someone else. He and he alone must carry out the orders given him. In ordinary everyday life we do not like to refer to one person as superior and to another as inferior. All men and women are regarded as equals before the law. In the army a *superior* is simply a person who is higher in command. A soldier who takes orders is the *inferior* of the person who gives them. In time of war when a big national army is raised, a banker may serve as a private under an officer who was his stenographer. The stenographer will then be the military superior of the banker. But this causes no trouble. The code of honor and the form of discipline make the banker as efficient a private under his stenographer as his stenographer was an assistant under him in time of peace.

A Nation fights by Means of Representatives

8. We govern ourselves by means of representatives. We also fight by means of representatives. The representatives who make our laws we call senators, congressmen, councilmen, etc. Those who fight for us are soldiers and sailors. Therefore when our army or navy goes to a foreign country, it

represents not only the president and Congress but the whole people. The enemy, and the people who live in the country through which the army passes, will judge the American

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A West Point Student saluting his Superior

people by their soldiers. It is no wonder then that the "villages" which train our officers, who in turn are to train the soldiers, demand that every man be upright and honorable.

9. We have already met many enemies through our soldiers. Have they always represented the courage and

patriotism of the millions of people at home? The history of our army and navy is an interesting one. Here are a few paragraphs from its pages that will give you some idea how we have been represented by our soldiers.

Our Soldiers in China

10. During the Boxer Rebellion, after Peking had surrendered, the troops of America and the other countries entered the city in a triumphal procession. An Englishman who saw the procession described the different groups of soldiers — the immaculate, smiling Japanese; the brilliant Russians; the Germans, whose lines were as straight as if they were "pressing against invisible rules, and whose step was as the heavy footfall of a single man." But only when speaking of the Americans did he use words that would make a nation genuinely proud of its soldiers:

> A splendid-looking lot of men they were. Their dark khaki uniforms bore signs of wear and tear, their parade drill was, maybe, not as smart as the others'; but their grit, their determination, their courage, were unsurpassed.

11. The same Englishman also said: "Of all the countries which sent troops to China to quell the Boxer uprising, the one that acted most honorably, most unselfishly, was the United States." This was true. In all our dealings with China at that time, we tried to treat her as we should wish to be treated. The Russian and German soldiers robbed and abused the helpless Chinese as no soldiers should. That the Chinese soon learned who their real friends were, the following incident will show.

What the Chinese People thought of our Soldiers

12. After the American, British, and other troops had taken possession of Peking the city was in a state of hopeless confusion. To restore order the city was divided into

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Annapolis Men, whose Motto is "Honor, Duty, Country"

sections and assigned to the different armies to control. The section given to the American troops was two and one-fourth miles long by one and one-half miles wide. Captain John C. F. Tilson was put in charge. Under Captain Tilson no honest Chinaman was molested, no Chinaman's property was seized. If an American soldier disobeyed orders and stole from the Chinese, he was forced to give up what

he had taken and was punished. When the time came for the Americans to leave the city a strange thing happened. Thousands of Chinese gathered in front of Captain Tilson's quarters and presented to him a petition that every American will feel pride in reading. Here is part of it:

We, the people of and proprietors of two thousand business houses . . . have the honor to beg you to intercede in our behalf to secure a postponement of the withdrawal of the United States troops . . . as we have been perfectly protected by you from the beginning till now. . . .

You have opened charity eating-houses and saved the poor from starvation; you have employed policemen to prevent crime; gambling-houses and opium-dens have been closed, and thieves driven from the district.

We have been made very happy, and we are grateful to you because you have protected us so kindly. We learned recently that your government will withdraw her troops before the other nations withdraw theirs.

We were sorry to learn this, because we fear that criminals will prey upon us at your departure. With the best protection you could give us there was some crime. Should the United States troops leave here it is certain that criminals will again pillage the people.

Though we may come under the protection of some other Power, we fear that that other Power will not be so efficient as the United States has been. . . .

From the beginning we have been perfectly protected by you; but after you leave, we may be robbed and harmed by bad men and badly treated by the new officers. . . .

After mature consideration we have concluded to beg you to ask your government for us to kindly permit you to remain here till the negotiation is concluded. . . .

If our petition be granted we shall be more grateful than words can express.

What an American Officer said of our Army

13. More than two thousand names were signed to this remarkable letter. The Chinese paid no such compliment to the soldiers of Germany or Russia or any other country represented there. Captain Tilson also received many separate letters of thanks from prominent Chinese. We can understand how proud he was to be able to write a reply like the following to one of these letters:

Sir:

I have the honor to acknowledge receipt of Your Excellency's very kind letter of commendation of the 8th inst. and to return my sincere thanks.

The Army of the United States of America enjoys the proud distinction of being the only army in the history of all the world that has never been used as an instrument of tyranny.

If . . . I have done nought to impair the reputation of the army of my country, and have, at the same time, merited Your Excellency's esteemed commendation, while endeavoring to extend to your people that protection to life and property and that equality before the law so dear to my countrymen, I am indeed proud. . . .

John C. F. Tilson

Living up to the Flag

14. The greatest test of the manhood of an army does not always come on the battlefield, but often during the months following a victory. When the victorious army occupies the enemy's towns, the women and children as well as the prisoners of war are in its power. But the Stars and Stripes stand for justice and mercy, and not one of our soldiers is allowed to forget this. Even our bitterest enemy must be kindly treated after he has

surrendered. Here are some of the rules which the men of our army and navy must observe:

Rule 16. Military necessity does not admit of cruelty — that is, the infliction of suffering for the sake of suffering or for revenge, nor of maiming or wounding except in fighting, nor of torture to extort confession. . . .

Rule 44. All wanton violence committed against persons in the invaded country, all destruction of property not commanded by the authorized officer, all robberies, all pillage or sack, even after taking a place by main force; all . . . wounding, maiming, or killing of such inhabitants, are prohibited under the penalty of death, or such other severe punishment as may seem adequate for the gravity of the offense. . . .

Rule 45. A prisoner of war is subject to no punishment for being a public enemy, nor is any revenge wreaked upon him by the intentional infliction of any suffering or disgrace by cruel imprisonment, want of food, by mutilation, death, or any other barbarity.

Rule 75. Prisoners of war are subject to confinement or imprisonment such as may be deemed necessary on account of safety, but they are to be subjected to no other intentional suffering or indignity.

Rule 80. Honorable men, when captured, will abstain from giving to the enemy information concerning their own army, and the modern law of war permits no longer any use of any violence against prisoners in order to extort the desired information or to punish them for having given false information.

The People declare War

15. We have already learned that Congress is made up of several hundred men who represent the people in every part of the country. It is only when both Senate and House of Representatives have voted for war that the president

can direct the armies. Thus in America it is really the people who declare war and raise armies. It is because our wars are the people's wars that our soldiers fight with so much courage and energy. Americans do not like war, but when they leave factories, banks, stores, and offices to fight they fight grimly and thoroughly.

Raising an Army in War Time

16. Since the army and navy have important work to do in times of peace as well as of war, the United States always keeps at least a small army. This regular army, as it is called, is never large enough to protect the country when threatened by an outside enemy. During years of peace, the army and navy get the men they need by advertising for them, in much the same way that a store or a factory advertises for workers. But when war has been declared, the president can issue a special call for men which every newspaper in the country publishes. Patriotic men leave their work and offer themselves to the nation. Such soldiers are called volunteers. In the later years of the Civil War, although the nation was in great peril, not enough men had volunteered. Many men were selfish and thoughtless. So Congress passed a law compelling certain men drawn by lot to fight or furnish a substitute. This was called the Draft Law.

The Draft of 1917

17. In 1917, hardly had Congress declared war when the people saw that the country was in such great danger that it could not wait for a volunteer army. Except for a few faultfinders the people agreed that the fairest and quickest

way to raise an army was to take all men of certain ages. So another draft law was passed. This law required the ten million men between the ages of twenty-one and thirty-one to register at a specified time and be ready to go into a training camp at a moment's notice. No man who was called could refuse to serve. No patriotic man wanted to refuse.

Running a War

18. The president acts as commander in chief of the army and navy and is largely responsible for the success of the war. Our country has no busier man than the president, even in times of peace. His working day is never the eight-hour one. But in war time, as the servant of the whole people, he must not let a single moment go unused. His chief assistants are the Secretary of War and the Secretary of the Navy. Each of these men is the director of a large department made up of many bureaus which provide clothes, food, ammunition, and other supplies for the troops and attend to transporting them to and from training camps.

19. Other assistants of the president, even more important than either the Secretary of War or the Secretary of the Navy, are the generals in command of the land troops and the admirals in command of the naval forces. Success or defeat may depend on one or all of these men. The United States has been fortunate in its generals and admirals. Someone has said that if only one sentence could be used to describe our successful army and navy commanders it would be, "A man who always did more than was expected of him, both before he became commander and after." Whenever Grant said he would have his army at a

certain place at a certain time, the army was always there a little before the time. It means a great deal to be better than one's word. No wonder such men become famous.

20. In time of war the president must see all, know all. He must never, for a moment, forget that the war is being fought for the people and by the people. He must, therefore, not only act for them but share his secrets with them so far as possible. But when the danger is great, there are many things which cannot be told to the people, for this would be telling them to the enemy also. At such times the people must trust the president. They must remember that he is not only the president and the commander in chief of the army and navy but a citizen like themselves. He will do for them what they would do for themselves if they were in his place.

A Part of the Army that fights without Guns

21. An important part of our army and navy fights only with food, medicine, and hospitals. Many of the soldiers in this branch of the army are women. Their badge is the red cross. The American National Red Cross works both in peace and in war, just as do the army and the navy. In December, 1917, a terrible explosion wrecked Halifax, Nova Scotia, killing and wounding thousands of persons. Within a few hours after the first news of the disaster reached the United States, a special train carrying doctors, nurses, food, clothing, and medical supplies was on the way to the stricken city. This was the work of the Red Cross. When, many years earlier, Galveston was overwhelmed by a tidal wave, the Red Cross spent over three million dollars to relieve the suffering.

22. The society is now recognized by the government as a part of its relief force in time of trouble. No one will ever know how great a help to the nation this peaceful part of our army was in the war which we entered in 1917. The mills could not turn out warm clothing fast enough to meet the needs of the new army. Almost in a night we had half a million soldiers to be fed and clothed. The Red Cross called upon its members — women in every town in the United States — to revive the neglected art of knitting. Little girls learned to knit in schools; mothers, grandmothers, and daughters began to knit at home. On street cars, in theaters, in churches, the click of needles told the story of helpfulness. Even in the prisons, men who had brought only shame to their flag begged to be allowed to knit for the Red Cross.

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Looking for the Wounded after the Battle

23. But the helpful work of the Red Cross consisted of something besides knitting. The society went into Belgium

and France to rebuild ruined homes. The death rate of little children in France was alarming. In one town of fifty thousand people there was only one doctor. So the Red Cross gathered hundreds of doctors, specialists on children's diseases, nurses, and other workers in the United States and sent them to France. They went into French homes with milk, food, and clothing. So well did they do their work that the great French commander General Petain said, "Your American Red Cross has done more for France than a million soldiers could have done." The Red Cross fought disease, hunger, and misery of every kind with medicines, food, cheer, and comfort.

24. In war time the most important work of the Red Cross is that of saving some of the awful wastage of the battlefield. Close up to the lines where soldiers are fighting and dying are dugouts, or sheltered huts. Here wait groups of men with stern-set faces. Stretchers, bandages, first-aid remedies, are piled up about them. When night comes or there is a lull in the fighting, they go out to gather up the poor tortured bodies that still have life in them. Quickness, skill, and bravery are the requirements for the Red Cross men who go to the front. Farther back from the battlefield are big hospitals with white beds and white-capped nurses whose badge is also the red cross.

How the Rest of the People Help

25. We have said again and again that this is the people's country. All the people share in the good things. Should they not all share in the added work and hardship that war brings? In 1917 the people saw to it that most

of the one hundred million Americans had some part in the war. Those who did not serve in the army or navy or in the Red Cross helped in one or more of these ways:

1. Saved money to buy Liberty Bonds and War Savings Stamps.
2. Sold Liberty Bonds.
3. Did free clerical work for the draft boards.
4. Made knitted articles for soldiers and sailors.
5. Prepared bandages and splints.
6. Used all the land available for gardening.
7. Canned vegetables and fruits.
8. Saved fuel.
9. Saved sugar, wheat, and meat.
10. Joined the Red Cross Association and contributed money to it.
11. Gave up a paid position to do specially important work for the government without salary.

QUESTIONS AND PROBLEMS

1. Before a young man is admitted to the Military Academy at West Point he must take this oath:

I, —— ——, do solemnly swear that I will support the Constitution of the United States and bear true allegiance to the National Government; that I will maintain and defend the sovereignty of the United States paramount to any and all allegiance, sovereignty, or fealty I may owe to any State, county, or country whatsoever, and that I will at all times obey the legal orders of my superior officers and rules and articles governing the Armies of the United States.

Study this carefully. Look up the meaning of every word that you do not understand. Be ready to answer these questions: (1) What is an oath? (2) What is the Constitution of the United States? (3) What does "maintain" mean? (4) Give another expression for "sovereignty of the United States."

(5) What is "sovereignty"? "allegiance"? "fealty"? (6) What are legal orders? Rewrite this oath in your own words.

2. Learn all you can about the Military Academy at West Point — where it is located, how many students are there, what they study, etc. 3. Tell about the Naval Academy at Annapolis.

4. Why are liars expelled from these schools? 5. How is a liar a dangerous person? 6. Do you think that a liar is at heart really a coward? Think this over carefully before you try to answer. 7. Do you think it would be a good thing for a business house to discharge all employees who tell untruths? (Think of some way in which a lie might greatly injure a business.)

8. What is exaggeration? 9. Can an exaggeration cause as much trouble as a lie? Explain your answer.

10. What is a "bully"? Why does the United States want no bullies among its officers?

11. Give in your own words five of the rules which the students at West Point and Annapolis have to obey.

12. What is "ungentlemanly conduct"? 13. Is ungentlemanly conduct ever justifiable? 14. Make a list of at least ten different things which you think would be called ungentlemanly conduct. 15. Imagine for one day that you are a West Point cadet at home on leave. How would you act in your home, on the street, in school?

16. What is the West Point and Annapolis motto? Let half the class write a one-page composition called "Duty," beginning it with a definition and then showing by illustrations how a person does his duty. Let the other half of the class write a similar composition on "Honor."

17. What is discipline? Explain what discipline means in the home, in school, and in the army.

18. Suppose that when you leave school you get a position as clerk in a shoe store. Will you be the inferior or superior

of the clerks who have been there several years? 19. You should always show respect for greater knowledge or ability than your own. How would you show respect for the head clerk in such a store? 20. In your home who are your superiors? Explain your answer and tell how you show respect for them. 21. How do you show your respect for your teacher and your principal?

22. In the army and the navy an inferior always salutes a superior. What is a salute? 23. Why is it that the superior always returns the salute? This is not an easy question to answer. Think it over carefully. 24. A superintendent of schools one day said, "Whenever I see a strong-limbed, clear-eyed, eager boy, I feel like saluting him." Can you tell what he meant?

25. What is meant by "fighting by means of representatives"? 26. Tell how our army once represented us in China.

27. Rewrite in your own words the letter which two thousand Chinamen wrote to one of our officers. 28. The United States is referred to in this letter as a "Power." What does this mean? 29. What did Captain Tilson mean when he said "The Army of the United States of America has never been used as an instrument of tyranny"?

30. Have any of our soldiers ever disgraced the Stars and Stripes? Explain your answer. 31. Why is an intoxicated soldier or sailor in uniform a sad sight?

32. How must soldiers of the United States treat all prisoners? 33. In 1917, when we were at war with Germany and Austria, our government interned thousands of German and Austrian enemies. These men were given all the necessities and many comforts. Why did we do this?

34. Explain as fully as possible how the people declare war. 35. What does the president do in time of war? 36. Who are his chief helpers? 37. What does the Red Cross do? 38. How does "everybody" help?

CHAPTER XXIII

OUR FLAG

1. In all our cities of lofty buildings, like New York and Chicago, what is it that rises highest into the sky? What is higher than steeples or chimneys? If you should stand in the heart of New York City's busiest section and gaze up the perpendicular masses of stone that rise, story by story, so far above you that they seem almost a part of the sky itself, even above their top you would see something floating in the very heavens — the Stars and Stripes. The highest skyscraper that was ever built, the highest tree that ever grew upon the mountain tops, is not too high a pedestal for our flag.

Our Flag in Cuba

2. When the United States went to the rescue of the oppressed Cubans in 1898, our fleet was sent to prevent the Spanish warships from escaping and to land an armed force to defeat the Spanish army. A small number of American marines went ashore early in the morning. Almost at once four men in blue were climbing up the mountain which overlooks Santiago. At the highest peak was a blockhouse, and the watchers from the boats and the shore saw the climbers reach the house and scramble to its roof. A moment later something fluttered in the wind, and although those below could not see its colors, they all knew that it was the Stars and Stripes. Every man in sight of that piece

of bunting shouted himself hoarse, every steam whistle in the great fleet shrieked for joy; and as one by one the camp fires gleamed out in the darkness of the night each man was eager for the morning and real battle. The mere sight of a piece of cloth had roused his courage to its highest pitch.

Our Flag Song

3. In the winter of 1915–1916, after a German submarine had sunk the *Lusitania* and drowned hundreds of women and children, the United States was on the verge of war. During these exciting days a famous American prima donna sang in Italian opera in New York City. Each time she appeared on the stage she was given tremendous applause. Between two of the acts she came before the curtain, gave a signal to the orchestra, and began to sing not a selection from the opera but a simple little song. She had finished the first line before the audience realized what the song was. Then, in a perfect frenzy of excitement they rose and cheered until the singer's voice was lost in the tumult. Finally they quieted, and again the singer began. At the last word once more the audience went mad with joy.

4. There are many songs that the world's critics consider great musical compositions, but the song which the opera star sang was not one of them. Then why did men and women weep and cheer themselves hoarse for it? Because it was the flag song of our nation — "The Star-Spangled Banner." By their cheers they expressed their devotion and loyalty to it and showed that they would not permit an oppressive nation like Germany to dishonor it or treat it scornfully.

When the Song was Written

5. "The Star-Spangled Banner" is a relic of one of our wars. Francis Scott Key was a young lawyer at the time that we were at war with Great Britain in 1814. He had gone aboard the British fleet, which lay before Fort McHenry

What Song is he Playing?

at Baltimore, to ask for the release of an American who had been imprisoned through a misunderstanding. He was received courteously and his request was granted, but he was told that he and his companions could not return for several days. Not until the heavy guns of the fleet began to boom did Key understand what was taking place. The fort was being bombarded, and perhaps he should see with his own eyes its surrender to the enemy. He watched until

darkness came. He could not sleep, but paced the deck trying to see through the blackness whether the flag was still there. Before the sun was up he was again straining his eyes toward the horizon, and when little by little the light showed the dark outlines of the fort and something waving in the breeze, he knew that the brave defenders of the fort had not surrendered.

Saluting the Flag

6. When Caruso, the great Italian tenor singer, returned to the United States in the fall of 1917, as he left the wharf he stooped, touched his fingers to the earth, kissed his fingers, and saluted our flag. On the same day, in Washington, as President Wilson was being whirled from the Capitol to the White House his automobile was stopped by a parade. Several thousand Northern boys on their way to a Southern state were marching down the broad avenue. None of them saw the President, and as the President looked into their faces he saw no one that he knew. But when the color bearers with the Stars and Stripes passed, the President bared his head and his eyes kindled. He, like every man and boy in that crowded street, was saluting our national flag.

7. On that same day over five million school children in the forty-eight states stood by their desks, facing the flag at the teacher's desk, and with right hand at the forehead, said:

"I pledge allegiance to my flag and to the Republic for which it stands, one nation indivisible, with liberty and justice for all."

8. Nearly four thousand miles away, a little group of wounded French soldiers were also saluting our flag. It was at a railroad station on the edge of France, near the Swiss border. For several hours a silent crowd of American and French soldiers had waited for the train that was to bring the French prisoners whom Germany was sending home. These men, wounded, homesick, and full of fear for their families, had been kept in a German prison camp for three years. Now, because they were too ill ever to fight again, they were being sent back to France. The train drew in. The men, limping, trembling, but eager, came through the station and passed between the lines of welcoming soldiers. Each face, however pale and full of suffering, brightened to see France once more. As each man saluted his flag, the flag of France that had been lost to him for years, his eyes could not see for the tears that dimmed them. But when, after passing their own colors, the men saw before them the Stars and Stripes, the look on their faces changed from one of gladness to one of amazed delight. Eagerly they saluted, as if hope had once more been born in them. Every man who saluted our flag knew that it was a flag that had never known defeat or dishonor. It was to fly side by side with that of France until the enemy was conquered.

Why we salute the Flag

9. Why is it that the mere sight of a piece of red, white, and blue cloth will make timid men brave and discouraged men eager? Why was it that on a single day the president of the United States, an Italian singer, over five million school children, and thousands of other men and women

all saluted the flag as if it had been some great and famous person? No person has yet lived in the United States or traveled through it who has been treated with the same great respect that is to-day shown the flag. We have had many great men, — Washington, Jefferson, Franklin, Adams, Lee, Grant, Lincoln, — men whom to-day we almost reverence; but not one of them, while he lived, was honored as the flag is.

10. This seems almost strange. The reason cannot be that the flag is made of costly materials. The President would have bared his head at the passing of the Stars and Stripes whether made of cotton or of silk. The five million school children would have stood at salute before any American flag, whatever its cost. Why, then, do all men, rich and poor, famous and obscure, honor a piece of cloth? We all know, but it is not easy to frame an answer.

The Flag stands for Men and Women, Boys and Girls

11. It is what the flag stands for, or represents, — not what it is, — that makes it something to be loved and respected. It stands for Washington and the patient, brave struggle that he made for his country. It stands for the soldiers at Valley Forge whose bare feet left marks of blood on the snow; it stands for Benjamin Franklin, who, though he was old and ill, spent years in France to get money to pay the soldiers and buy ammunition for them; it stands for Robert Fulton, who worked tirelessly and patiently until he had made a discovery which has added to the comfort and pleasure of every person who is now living. It stands for fathers who toil uncomplainingly to earn food, clothes,

and the chance for an education for their children; and for mothers who cook and sew and sacrifice that their children may be true Americans.

12. It stands for the Corn Club boy who in 1910 raised on his acre of land more bushels of corn than any farmer in the South. It stands for the newsboy who snatched a three-year-old child from the path of a speeding automobile and lost his leg; for the girl who swam fifty feet from the bank of the Connecticut River and saved two boys from drowning.

In other words, the flag represents all the brave, true men and women, boys and girls, who now live in the United States or have ever lived in this country.

The Flag stands for Every State and Town

13. It means a great deal to see in the flag the faces of all the brave men and women who have lived and died for it. But it represents more than this. Pupils are told that they must love their country. And when they learn that the United States has never oppressed another nation, that it has never fought a dishonorable war, that it gives the poor boy the same chance to gain success and fame that the rich boy has, and that it tries to care for all its children, they begin to love it. If all the children of all the countries in the world could march before us in one long procession, the cleanest clothes, the happiest faces, the strongest bodies, and the quickest steps would belong to the American children. It is no wonder, then, that they love their country.

14. But the United States is a vast country. When a boy feels pride in his country, does he think of Maine or of

Oregon? of New York City or of San Francisco? Even our largest city — New York — and our largest state — Texas — are only a small part of the nation. If a person wished to

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To the Rescue of Liberty — our Soldiers and our Flag in London

see all of the United States, he would have to travel constantly, day and night, for a whole year, and then would not have visited half the villages and towns. Because there are so many different states, cities, villages, and homes that

go to make up the whole United States, it is a convenience to have some one thing that stands for them all.

15. The Capitol at Washington and our president stand for the whole country. But we cannot all go to Washington, and we certainly cannot take either the Capitol or the president with us. We can see only a small part of the nation at one time. We can touch a few rocks and trees and see a few people, but that is all. So the flag does what nothing else can — it stands for every part of our country. It has forty-eight stars, one for each state, and thirteen stripes for the thirteen brave colonies that fought for independence and became the first states of the new nation. The flag stands for the past and for the present. It suggests the pine trees of Maine, the cotton fields of Louisiana, the great iron furnaces of Pennsylvania, the mines of Colorado, the rocky heights of Oregon, and the orange groves of California.

The Flag stands for Liberty and Honor

16. As we have just seen, the Stars and Stripes stand for our great men like Washington and Lincoln and for every town, village, city, and state. These are people and places that we can read about and see. But there is something else which is just as real but which we cannot see or touch. One name for it is "liberty," another is "equal opportunity," another is "honor."

17. When President Wilson asked the country to buy Liberty Bonds a mass meeting of Jewish Americans was held in New York City. Every speaker pointed to the American flag and said: "There is the hope of the Jews. The

Stars and Stripes have given to us greater liberty, greater opportunity, than any other nation on earth!" This was true. Not only the Jews but the Poles, the Lithuanians, the Armenians, and many other oppressed peoples could say the same thing. A Russian who had brought his family to America said, "Whenever I get lonely and discouraged I go down to the great public library, walk through its beautiful corridors, which are as free to me as to the richest man in the city, then look at the flag floating over its door, and I feel better." The flag did not suggest men or places to this Russian, but "liberty"—something that we cannot touch or see, but can enjoy.

18. During the Great War German submarines sank American vessels by means of deadly torpedoes. One ship thus attacked was the *Chemung*, commanded by John L. Duffy. As the vessel began to sink the German captain ordered Duffy to haul down his colors, but Duffy's command to his men was, "Our colors go down with the ship, not before." Rapidly the vessel filled with water, but still the flag flew at the masthead. When finally the waves closed over the ship, the Stars and Stripes were the last thing to disappear. It was a simple incident, but not a German who witnessed it could fail to know that the American flag might sometimes go down, but never in dishonor.

Showing Respect for the Flag

19. Since our flag means so much and stands for so much it is no wonder that we love it. All true Americans treat it with the utmost respect. One day in a large factory in Massachusetts a workman took a small flag from the

wall, crushed it, and threw it onto a pile of rubbish. Instantly he was seized by other workmen, who said that unless he immediately picked up the flag, cleaned it, placed it again on the wall, and saluted it he could never enter that factory again. At a big open-air patriotic meeting in Chicago one man failed to remove his hat when "The Star-Spangled Banner" was played. A sailor who stood near requested him to do so. The man refused, and at once the sailor summoned a policeman, saying: "If this man does n't take off his hat I want him arrested. That flag I may have to die for, and no man can show disrespect for it in my presence."

Saluting the Flag

20. In 1912 there was a revolution in Mexico, and the dictator, Huerta, proved himself an enemy to the United States as well as to his own people. He and his followers showed no respect for our flag, and nineteen of our sailors were arrested when on a peaceful errand in Mexico. This was an insult to the Stars and Stripes, and President Wilson

demanded that Huerta order his men to fire a salute to the flag as an act of apology. This Huerta refused to do. Later he was himself obliged to flee from his country, and, strange to say, died in the United States under the protection of the flag that he scorned.

Keeping the Flag from the Enemy

21. Men who have fought for the flag value it as something too precious for enemy hands to touch. During the Civil War the Sixteenth Regiment of Connecticut Volunteers, after three days' hard fighting, was forced to surrender. Just before the enemy swarmed over the breastworks that the Connecticut men had defended for so long, the colonel of the regiment shouted to his men not to let the flag fall into the hands of the foe. In an instant the battle flags were stripped from their poles and torn into fragments. Every piece was carefully hidden.

22. The men were sent to a prison camp, where they stayed until the war was over. When a soldier died he intrusted his piece of the flag to a comrade, and at the end of the war, when the weary prisoners returned to their homes, each brought with him his bit of star or stripe. After a time these worn fragments were patched together, and to-day the regimental colors, nearly complete, are preserved in the statehouse at Hartford.

What the Flag Suggests

23. In one school the teacher hung the large American flag over the front blackboard only once a week. There was a small flag on her desk which the pupils saluted each

morning, but the other she kept carefully folded away in clean white paper. After a time she noticed that on the days when the large flag hung in the room, the pupils sat up straighter at their desks and spoke more clearly and eagerly. She wondered if the presence of the large flag really made the difference, so one day she asked each pupil to tell on paper how the flag made him feel or what it suggested.

24. One boy said it made him think of climbing a high mountain; another said it always reminded him of the ocean and the great ships that crossed it. A girl who had never seen either the ocean or a mountain explained that whenever she looked at the flag she thought of music. Another said it made her feel sad, for it suggested battles and bloodshed. All the pupils, however, ended their compositions with the statement that the great flag made them want to do something fine and noble. And of course the only thing they could do in the schoolroom was to study a little harder, sit up straighter, and speak a little more clearly and quickly.

How Pupils can dishonor the Flag

25. In an Ohio town each morning the pupils of the central grammar school gathered about the flag pole for the simple flag-raising exercises. The custom was for all the pupils to stand at attention until the flag was in place and then to pledge allegiance to it. One day the principal surprised the pupils by saying:

"We shall have no flag raising to-day. Yesterday afternoon, on their way home, some of the boys of this school tipped over a vegetable cart belonging to an Italian, and then, as his carrots and potatoes rolled in the street, ran off laughing. Some of the

girls also laughed at the incident. This Italian is Antonio Appolonio, and he lives at 8 Cedar Street. Not until a committee of the boys who did this shabby trick have paid Appolonio for his vegetables and made an apology to him can the flag fly over our schoolhouse. The flag stands for courtesy and a square deal to everybody."

26. That evening ten humble-looking boys knocked at 8 Cedar Street, presented the astonished Appolonio with ten dollars, and said they were sorry for their rudeness. They all shook hands with him, and the last boy to leave thrust a small American flag into his hands.

Living up to the Flag

27. It is dishonoring the flag to let it fly over any schoolhouse, home, factory, store, that ill-treats any person or refuses to give anyone a "square deal." A factory that employs young children, a business house that underpays its clerks, a store that sells short measure and poor goods, — none of these has any right to raise the Stars and Stripes. A major in the United States army had a twelve-year-old son who hoped some day also to be a major. "Live up to your flag" was the rule the father gave the boy. This rule is the one that school children and men who own factories, mines, and stores must observe if they are to be worthy to have the flag fly over them.

The Flags of Other Nations

28. Every American should show the same respect for the flag of another nation that he shows for his own. He cannot be expected to love another flag. But if he has the

spirit of chivalry in him he must respect what others love. Every person shows the same respect for somebody else's mother that he does for his own, but no mother is loved by him as is his. It is the same with the flag. No true American would treat the German flag as a German once treated the Stars and Stripes. When he found it in a house in France, he deliberately tore it and buried it in filth. It is a matter of honor with Americans never to vilify the flag of another nation, even in war time. But there is still another reason why Americans, more than any other people on the face of the earth, must pay respect to the flags of all nations. The following incident will tell the story.

29. On a December evening in 1916 a celebration took place in New York Harbor. The great Statue of Liberty was to be honored. The presidential yacht *Mayflower* anchored in the bay near Bedloe's Island, and at five minutes before six President Wilson touched a button which flashed a wireless signal to the mainland. In an instant the great bronze goddess fairly leaped out of the blackness in a mass of flaming light. A young woman aviator swept out over the bay in an aëroplane, circled down until she almost touched the upraised torch, and then whirling, now up, now down, spelled by means of some curious electrical device the word "liberty." At the base of the statue were draped sixty feet of ribbon from which hung the flag of every nation. This chain of flags seemed a stream of blazing color. It was a gorgeous sight. But why were there other flags than the Stars and Stripes? It was to show that the flag of the United States and the liberty for which it stands had drawn to it the flags of all the nations of the world. The people of every nation are represented in America.

Our First National Flag

30. Since the flag stands for so much to many millions of people, it is important that every person should know how it came into existence, just how it is made, and what are the rules which should be followed in displaying it.

31. In June, 1776, George Washington and a committee of Congress drew plans for a model flag consisting of thirteen stripes, alternate red and white, and thirteen stars in a blue field. Legend says that Betsy Ross of Philadelphia made the first flag, but of this there is no proof. It was of this flag that Washington said:

> We take the star from Heaven, the red from our Mother Country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing liberty.

It was adopted by Congress June 14, 1777. There had been other flags in the colonies, but this was the beginning of our Stars and Stripes.

The Thirteen Stars and Stripes

32. The banner of thirteen stars and stripes was the national flag until 1794, after Vermont and Kentucky had been added to the Union. A law was then passed adding two stripes and two stars to the flag. But it was soon evident that if a stripe should be added for each new state, either the stripes must be made very narrow or the flag very large. Finally, in 1818, Congress decided on the form in which the flag now floats over every schoolhouse:

> SECT. 1. Be it enacted that from and after the 4th of July next, the flag of the United States be thirteen horizontal stripes,

alternate red and white — that the union have twenty stars, white in a blue field.

Sect. 2. Be it further enacted, that on the admission of every new State into the Union, one star be added to the union of the flag, and that such addition shall take effect on the 4th of July next succeeding such admission.

By an act of Congress on October 26, 1912, the flag now has forty-eight stars, arranged in six horizontal rows of eight each.

Flag Rules

33. There are several parts to the flag and each has a special name.

1. The *field* is the stripes.
2. The *union* is the blue and the stars.
3. The *halyard* is the rope to which the flag is attached.

34. The following are the most important flag rules:

1. The union should be seven stripes high, and its length should be about seven tenths of the height of the flag.
2. The stars should have five points, with one point directly upward.
3. The first and last stripes should be red.
4. The flag should never be festooned or draped. It should always be hung flat.
5. When carried in parade the flag should be dipped in salute to an important person who is reviewing the parade.
6. The flag should never be left out all night.
7. To raise the flag to half staff, it should be run up to the peak and then lowered one breadth of the flag. To lower it, it should first be run up to the peak.
8. The flag should never be allowed to touch the ground.

9. In times of peace the flag is not displayed every day except on schoolhouses and government buildings. It is customary to fly it on

Lincoln's Birthday, February 12
Washington's Birthday, February 22
Mothers' Day, Second Sunday in May
Memorial Day, May 30
Flag Day, June 14
Independence Day, July 4
Columbus Day, October 12

10. The flags of other nations may be displayed with the Stars and Stripes, but no other flag should hang from the same staff or above it.

11. In parade, when the flag passes a man or boy he should halt and remove his hat. Women and girls may either stand at attention or merely in a respectful attitude.

QUESTIONS AND PROBLEMS

1. Where in your town or city do most of the flags fly? 2. Is there some high building, or hill, or monument from which you would like to see the Stars and Stripes flying? Explain where and why.

3. When our fleet went to Cuba in 1898 what was one of the first things that some of the men did?

4. What is the flag song of America? Learn every stanza of this and be prepared to write it from memory in class. You will be marked in (1) spelling, (2) capitalization, (3) punctuation, (4) division into lines and stanzas. If there are any words whose meaning you do not know, write them down and bring the list to class.

5. What does it mean to "sing in opera"? Have you ever heard a singer with a wonderful voice sing "The Star-Spangled Banner"? If so, tell about it.

6. When you hear a band play "The Star-Spangled Banner" or "America," how do you feel? It is not easy to tell this, but try. Tell it on paper.

7. Imagine that you are Francis Scott Key, and tell about the eventful night when "The Star-Spangled Banner" was written. You will need to turn to your history before you are ready to do this.

8. When Caruso returned to the United States in 1917 he saluted both the country and the flag. Tell how he did it.

9. When our flag goes by, (1) what men are supposed to salute it? (2) How do they salute it? (3) Must a boy salute? (4) Must the president of the United States? Why?

10. How may the flag be saluted in words?

11. Make a list of great men, beginning with Washington, who have helped make our flag.

12. Does the flag stand for persons who have not fought for it? 13. Do you know any boy or girl who has done something worthy of the flag? If so, tell about it.

14. Our flag stands for men and women, boys and girls, and for many things. What are some of these things?

15. What does the United States flag mean to all children — poor and rich, sick and well?

16. Why do the Jewish people love the American flag more than any other?

17. When does a commander of a vessel haul down his colors? 18. Tell about the captain of the *Chemung*, which was torpedoed by a German submarine.

19. What is meant by showing disrespect to the flag? 20. Have you ever seen anyone show such disrespect? If so, tell about it. 21. Who is the person who all the world knows disgraced the flag during the Revolutionary War?

22. Who was Huerta? Why did President Wilson demand that he fire a salute to our flag?

23. Tell about the Connecticut regiment that preserved its flag when all its men were captured.

24. What does the flag make you think or feel? Can you tell why? If the flag has never brought you any special feeling, search out the brightest, highest flag you can find and watch it blow in the wind. Then tell what you thought or felt.

25. Are there ever days when the flag should not fly over your schoolhouse? 26. If one pupil does a dishonest or dishonorable act, how does it affect the whole school?

27. What persons — young or old — have no right to raise the flag over their places of business or over their homes?

28. Tell why an American who is proud of his own flag should always treat respectfully the flags of other nations. 29. What does the text mean when it says that the Stars and Stripes have drawn the flags of all nations to its protection?

30. It took three hundred years to make the British flag. (1) How many years has it taken to make our flag? (2) Tell briefly its history.

31. Make a drawing of our present flag, indicating the colors of the different parts; also make a drawing of the British flag.

32. What flag next to your own do you most respect? Describe it and tell why you respect it.

33. In one school the girls take turns in washing the flag when it is soiled. How is your school flag cleaned? Should it be washed with other things?

34. Many poets and essayists have written of the flag. You have already learned "The Star-Spangled Banner." Find another stirring poem or paragraph about the flag and learn this also. You may like the following poem. If you can find no others, learn this one.

THE OLD FLAG FOREVER[1]

By Frank L. Stanton

She 's up there — Old Glory — where lightnings are sped;
She dazzles the nations with ripples of red;
And she 'll wave for us living, or droop o'er us dead —
The flag of our country forever!

She 's up there — Old Glory — how bright the stars stream!
And the stripes like red signals of liberty gleam!
And we dare for her, living, or dream the last dream
'Neath the flag of our country forever!

She 's up there — Old Glory — no tyrant-dealt scars,
Nor blur on her brightness, no stain on her stars!
The brave blood of heroes hath crimsoned her bars —
She 's the flag of our country forever!

OUTLINE FOR COMMUNITY STUDY

Study your community by the following outline:

I. *Industrially.* 1. What are the principal ways in which the people earn their living? 2. Is the community more or less prosperous than it was? Why? 3. Make two lists, one of the industries and occupations which are a credit to the community, and one of those which are detrimental to it. 4. Find out what opportunities there are in your community for the kind of work that you hope to take up. If there are few opportunities for this work, where should you have to go to find them? What kind of preparation will you need for this work? 5. Explain how the banks, insurance companies, express companies, post office, etc. are helps to the industrial prosperity of the community. 6. How does your local board of trade or chamber of commerce help?

II. *Educationally.* 1. How many schools does your community have — public schools, private schools, colleges, etc.? 2. When you have finished the school in which you are now studying, to what school shall

[1] Used by permission of Frank L. Stanton.

you go? 3. What evening classes are there? 4. In what way does your public library help ambitious students? 5. Study the school buildings, playgrounds, inside equipment, etc. Can you make suggestions for improvement? 6. How much money was spent on the schools last year for salaries, textbooks, etc.? How much more might well have been spent? To get this additional money what would be necessary? 7. Name the officials whose work it is to see that the public schools are efficient. How are they chosen? 8. What newspapers does your town or city have? How do these help you to keep in touch with the state, nation, and outside world? 9. Describe your school and public libraries. How could they be improved?

III. *Recreationally.* 1. What kind of theaters does your community have? Are the entertainments clean and wholesome? How are the theaters supervised? 2. What other kinds of amusement are there? 3. Are there opportunities for tennis, baseball, rowing, etc.? If so, explain about them. 4. Does the church or club to which you belong have entertainments? 5. What kind of lectures are given in public places? 6. Is there in your community a public library that offers recreation?

IV. *Religiously.* 1. How many churches are there? What are the denominations represented? 2. In what ways do the churches add to the beauty of the place? Study them with reference to architecture, windows, organ, bell, altar, etc. 3. What proportion of the people attend church? What are the principal reasons why more do not attend? 4. Enumerate the ways in which the church is a help to the community.

V. *Civically.* 1. Name the "departments" which have rooms at your town or city hall. Explain the work of each. 2. What other boards or officials are there? 3. How are they chosen? What are they paid? 4. What work, if any, does the county do in your community? What work does the state do? the nation? 5. What does your town do for the county? for the state? for the nation? 6. Where lies the blame if your locality has any of these defects: no shade trees, poor sidewalks, no street sprinkler, smoke nuisance, no playgrounds, a "slum" district, poor schools? How can the defects be remedied? 7. How and when do members of your family vote for local officials, for county, state, and national officials? In what ways other than voting do your parents help make the community what it is?

APPENDIX

1. The people of the United States govern themselves. Their chief guide is the *Constitution*. They govern by means of representatives. These representatives act for the people in three different ways: (1) by making new laws or changing or repealing old laws; (2) by carrying out these laws; that is, seeing that they are enforced; (3) by punishing those who disobey the laws, settling disputes, and explaining laws. Those who make the laws are called *legislators*; those who carry out the laws are called *executives*; those who punish offenders and settle disputes are called *judges* and *justices*. We therefore say that our government is divided into three departments — the *legislative*, the *executive*, and the *judicial*. Any person, from the president at Washington to the postmaster and policeman in your town, who acts for the people belongs to one of these three departments.

2. These representatives are all chosen in one of three ways: they are either *elected* by the voters, or *appointed* by the president or governor or mayor, or *employed* through the civil service. Whichever way a government official is selected, he is really chosen by the people, for it is the people who give to certain officials the power to appoint or to employ assistants.

3. *Voting* is so simple a matter that a man often does not realize its importance. It is only at the voting booth on certain set days called *election days* that each man can help choose those who are to make and carry out the laws. A man votes by means of a piece of paper called a *ballot*. On this ballot are printed the names of the different persons who wish to become governor or mayor or senator, etc. The voter indicates by a simple X which of these persons he wishes to serve him. He may find that someone whom he did not want is chosen, instead of the person for whom he voted. This will sometimes happen, for it is the choice of the largest number of voters

who is *elected*. In some states a person may not only help decide which of several men shall be mayor or judge or governor but may help choose the candidates from whom the final choice is made. That is, there is what is called a *primary* (first) *election*. In other cases it is a small group of men who pick the candidates for whom the people shall vote.

4. Not every man wants to serve as mayor or governor or judge or president. On the other hand there may be in one city hundreds of men anxious for office. How are the people to know which men would like to be elected and which of these would be patriotic and faithful? This is where the Democratic, the Republican, and the other political parties are useful. Any group of people can form a party to try to elect the particular men that they want. Usually each party not only selects candidates for the people to vote on but states what new laws it wants passed or what old laws it wants changed. It is generally understood that the successful candidate will try to accomplish what his party has promised for him. For example, for many years there has been a Prohibition Party; if the people had elected the candidate chosen by this party, then this president would have used his whole influence to try to bring about national prohibition.

THE NATION

5. The *legislative department* of the United States consists of a Senate and House of Representatives. The members of the *House of Representatives* are elected directly by the people every two years. Each state has a number of representatives proportional to its population. Every ten years Congress fixes this proportion. Each state, however, no matter how small its population, is entitled to at least one representative. Every representative to Congress must be at least 25 years of age and an inhabitant of the state in which he is chosen, and he must have been a citizen of the United States for at least seven years. Whenever a vacancy occurs among the representatives from any state a special election is held in that state to fill the vacancy.

6. In the *Senate* each state has two members. In this body it makes no difference how many or how few people a state has.

Senators are elected for the term of six years, and one third of all the senators go out of office every two years. To be a senator a person must be at least 30 years of age and an inhabitant of the state by which he is chosen. He must also have been a citizen of the United States for at least nine years.

7. All *bills* for the purpose of raising revenue must be introduced first in the House of Representatives. A bill for any other purpose may be introduced in either House. After a bill has been introduced in either House it is referred to one of the committees of that House. This committee is supposed to report back this bill to the House, with a recommendation that it pass or do not pass, or to report a substitute for it. Often, however, the committee never reports on the bill at all. This is called *pigeonholing* the bill. This may happen for several different reasons. There may be so many bills referred to a committee that it does not have time to consider them all, or the bill may be of a trifling or frivolous kind, etc. Every bill must be read three times; on the third reading it comes up for final decision. To pass a bill a *majority* of all the members of the House must be present, and a majority of those voting must vote in favor of the bill. If a bill passes one House it must be then sent to the other. Here it must go through the same course that it did in the first House. This second House may also amend the bill and pass it. In such a case the bill as amended is sent back to the first House, which votes on the amendments. If this House rejects the amendments a conference committee is generally appointed by each House. These committees come together and attempt to agree upon some compromise bill which can pass both Houses. Sometimes these committees succeed in bringing about an agreement between the two Houses, sometimes not. In this latter case the bill will fail of passage in any form.

8. After a bill has finally passed both Houses it is sent to the president. If the president approves the bill he signs it, and it then becomes a law; if he disapproves it he "vetoes it"; that is, he returns the bill, together with his objections, to the House where the bill originated. Each House in turn now votes again on the bill. The bill to pass requires a two-thirds vote of the members voting in each House instead of a mere majority. If, however, it

receives this two-thirds vote in both Houses it becomes a law. This is called passing a law over the president's veto. This has happened only a very few times during the whole history of the United States. If the president keeps any bill ten days after it has been presented to him, without either signing or vetoing it, it becomes a law unless Congress adjourns during these ten days.

9. Congress cannot legislate on any subject except those over which the Constitution gives it power. (Your textbook of history contains the full text of the Constitution and its amendments.)

10. At the head of the *executive department* of the government stands the president of the United States. The president and vice president are elected by the people indirectly — that is, the people do not themselves vote for the candidates for these offices. Instead of this each state elects a certain number of men as *presidential electors*. It was the intention of the framers of the Constitution that these electors should be free to use their own discretion in voting for president, but in practice they are merely the mouthpiece of the voters of the state. These electors are obliged, by honor and the force of public opinion, although not by law, to vote for the regularly nominated candidates of their party for president and vice president. After being chosen, the electors from each state meet in their state and vote by ballot for president and vice president. They then make lists of the persons voted for and of the number of votes which each received. They sign, certify, and seal up these lists and send them to the president of the Senate at Washington. These lists are opened and the votes counted by the president of the Senate in the presence of both Houses of Congress. If any person is then found to have received a majority of all the votes cast by these electors for president he is declared elected president of the United States. If no person has received such a majority the House of Representatives then has the right to choose any one of the three receiving the highest number of votes.

11. The oath which the president must take before entering upon his office is as follows:

I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States.

The Constitution itself fixes what the powers and duties of the president shall be, the chief of which are (1) to act as commander in chief of the army and navy; (2) (by and with the advice and consent of the Senate) to make treaties; (3) to appoint ambassadors, consuls, and other public ministers, judges of the Supreme Court, and all other officers of the United States whose appointments are not otherwise provided for.

12. Assisting the president as chief executive officers of the nation are the Cabinet (see p. 178), whom the president appoints and the Senate affirms. There are many special commissions and bureaus in addition to those headed by the Cabinet officers, the heads of which the president appoints. All of the appointments of the president must be approved by the Senate.

13. One of the most important powers of the president is that of summoning a special session of Congress whenever there is urgent business to be attended to. The president acts as leader for the nation when in his message, which he either sends to Congress at its opening session or himself reads before it, he points out the dangers and needs of the people.

14. The *judicial department* of the United States consists of several courts. The Constitution provides that there shall be one Supreme Court, and leaves it to Congress to determine whether or not there shall be any inferior United States courts. Congress has established three grades of inferior courts — the circuit courts of appeals, the circuit courts, and the district courts. There are nine circuit courts of appeals, nine circuit courts, and more than ninety district courts. There is at least one district court in each state. A number of judicial districts are grouped together to form a judicial circuit. In each judicial circuit there is a circuit court and a circuit court of appeals. One of the judges of the Supreme Court is assigned to each circuit.

15. Besides these regular courts there are also a few special courts. The most important of these is the Court of Claims, to which the United States allows claims against itself to be presented.

16. The Supreme Court is the final court of appeal. Its decisions must stand although this court itself may reconsider a decision. Besides listening to appeals from lower courts, these nine judges,

who meet in Washington every year in October and hold daily sessions, must be ready to decide whether any state or national law is constitutional. That is why this court has been called the guardian of the United States Constitution. No city, county, or state, and not even Congress, can pass any law which is contrary to the Constitution of the United States.

17. When a person breaks a law passed by Congress or one of the laws included in the United States Constitution, he is brought before one of the national courts. For example, if a storekeeper in New Jersey sells impure olive oil he can be arrested and tried before a United States court, for it is a United States law which he has broken. If a man in any state insults the flag he is tried in a similar court. If one state wants to sue another state, or a citizen of California wants to bring suit against someone in Maine, the case would probably be tried in the federal court (*federal* court is another name for the United States court).

THE STATE

18. Every state has a constitution of its own, which is the same kind of guide to the state that the United States Constitution is to the whole nation. The powers of government in every state are divided among three departments — the legislative, the executive, the judicial.

19. The *legislative department* of every state consists of two parts — the *senate*, which is the smaller part, and the *house of representatives* (in some states this is called the *assembly* and in others the *house of delegates*). The term of office of the members of the legislatures varies in the different states. In most states, however, the senators serve for two or four years and the representatives for two. In all states special sessions of the legislature may be called by the governor whenever necessary; regular sessions occur in some states annually, in others every two years. While in session the whole time of the senators and representatives is given to the making of laws. Any member of either the senate or the house of representatives may file with the clerk a copy of a bill which he wants passed. Each bill goes to some one of the many committees of the senate

or the house. This is to save time. Since any senator or representative may enter as many bills as he pleases, it is easy to see that if there were not committees to decide which were most important, the work of making laws would be hopelessly slow. The committees decide which bills to bring before the legislators. All bills must be carefully worded before they are voted on. When a bill first comes before either branch of the legislature, the members discuss it and often suggest changes. If a change is made, it is called an *amendment*. After a bill has been talked over and changed, it is voted on. This means that in the senate the presiding officer calls on those who approve the bill to say *Aye* and those who oppose to say *No*. If there is any doubt about the vote, the roll is called and each member's vote is checked up. When the senate passes a bill, it is taken to the house of representatives. There it is discussed and finally voted on. If it is passed by the house it goes to the governor. Within a specified number of days the governor must return the bill to the senate. If he has signed it, it becomes a law; if he has not signed it, then the bill is killed unless both senate and house again pass it, in which case it can become a law without the governor's approval. If the governor fails either to veto or to return a bill within the specified time, the bill becomes a law without his approval. When a bill is first introduced into the house of representatives, it runs a similar course, first going to the senate and then to the governor. Any law which has been passed by one legislature may be repealed by another, or it may be amended. The *lieutenant governor* acts as presiding officer of the senate. In the house of representatives the presiding officer is the *speaker*, who is chosen by the representatives from their own number.

20. When the legislature first assembles the governor sends to it a message, something like the president's message to Congress. In this he often suggests the most important things for the legislators to discuss and even what laws ought to be passed. In this way he is indirectly helping make laws.

21. In general it is true that all state laws are made only by the people's representatives; that is, the members of the senate and house of representatives. But the people have devised a plan whereby all the voters can, if desired, decide whether or not a certain law

shall pass. This is through the *initiative* and *referendum*. By initiative is meant the right of the people to propose a law to the legislature, and by referendum is meant that before an act passed by the legislature becomes a law, it shall first be submitted to the people and decided by popular vote. In some states also the people have the power to *recall* public officials who prove unsatisfactory.

22. At the head of the *executive department* of each state is the *governor*, who is elected by popular vote for a term of from one to four years. The position of the governor in the state government corresponds in general to the position of the president in the national government. The governor's most important duty is to see that the laws are carried out. He also has the power of appointing certain officials — in some states this power is greater than in others. In most states he can also pardon criminals and veto the acts passed by the legislature. In several states there is an *executive council* to advise and assist the governor, and in most of the states there is a *lieutenant governor*, who holds a position in the state similar to that of the vice president in the national government. The most important state officials who assist the governor in *executing* the laws of the state correspond to the president's Cabinet, but unlike this cabinet they are usually elected by the people. Besides the lieutenant governor the most important of these state executive officers are:

(1) The *secretary of state*, who keeps the records of the state and issues state papers. He has charge of the great seal of the state, which must be attached to important papers. (2) The *comptroller*, or *auditor*, who is a kind of head bookkeeper for the state. He has charge of collecting taxes and attends to the debts, revenue, and property of the state. (3) The *state treasurer*, to whom is intrusted the state money. He can pay out money only on the order of the comptroller. (4) The *attorney-general*, who is the legal adviser of the governor and other state officials. He appears for the state in all lawsuits in which the state is involved. (5) The *superintendent of public instruction*, or *commissioner of education*, whose duty it is to see that the state laws regarding schools are carried out. He usually has the assistance of agents who travel through the state, visiting schools, talking with teachers, and in other ways keeping in touch with all matters affecting the schools. Every few years, sometimes oftener, he issues a report telling of the conditions of the schools and

recommending changes. In addition to these officials there are many others, and also many boards, which help attend to the state's business. Some of these are: department of agriculture, board of tax equalization, fish and game commissioners, board of health, board of public works, superintendent of banks, board of charities, inspector of factories, immigration commissioners, railroad commissioners.

It should be remembered that every board, every commissioner, as well as the clerks and bookkeepers who assist these boards and commissioners, are executives of the state. Some executives are elected by the people direct, some are appointed by the governor, some are hired through the civil service; but all are paid by the state and owe to the people the best service that they can render.

23. The *judicial department* of the state generally consists of four grades of courts. *First*, those in charge of a justice of the peace, who hears "petty police offenses and civil suits for trifling sums." *Second*, county and municipal courts, which hear more important cases. An important part of the work of many county courts is that of *probating* wills, appointing guardians for orphans, etc. *Third*, circuit or district courts, in which a person may have his case decided by a jury. *Fourth*, the supreme court. If any person believes that he has not been justly treated by the justice of the peace, he can appeal to the county or municipal court for another hearing. If he still feels that he has not obtained justice he can appeal to the district court, and then finally to the supreme court. This highest state court does not decide whether or not a man is guilty; it merely decides whether he shall have a new trial in the lower court. In some states the judges are appointed by the governor and in some they are elected by the people.

COUNTIES AND TOWNS

24. Every state except Louisiana is divided into counties; in most cases the counties are divided into towns or townships. However, the town is not merely a division of a county, or a county merely a group of townships. The county and the town are rival political divisions, arising from different political and social conditions. In some

states the counties are by far the more important, and in others the towns. It is impossible here to give in detail the different plans combining the county and township in different states. The systems of these states, however, fall into two general classes, in one of which the county is of main and the township of secondary importance, and the other in which the importance of the town or township is greater than that of the county. The former is called the *county-commissioner system* and the latter the *supervisor system.*

25. Under the former system the county is governed by a board of *county commissioners* and certain other officials elected by the people of the whole county. The towns under this system appear rather as subdivisions of the county than as distinct political organizations. Under this system there is no town meeting, no legislative powers belonging to the town, few town officers (and these with limited power).

26. Under the second county system the towns are of much more importance. In some states having this system there is a town meeting. In all of the states, however, the town governments have charge of most matters of local importance. Each town elects, generally each year, a set of town officials, the most important of whom is the supervisor, who is the *executive* head of the township. The supervisors from each town together constitute the governing board of the county. Thus, under this system the county is a collection of townships instead of the township being a division of the county.

27. In New England the town is more important than the county. Here the county is chiefly a judicial district and elects county judicial officers. The principal *executive* officers of the New England county are the county commissioner and treasurer. Their principal duties are the care and maintenance of the county buildings, jail, reform school, etc.; the issuance of certain licenses, the care of intertown roads, etc. The *New England town meetings* are one of the most perfectly democratic systems of government in the world. These meetings act as the legislature of the towns, decide all local ordinances and questions of money, and elect the executives of the town. The chief officers elected are the board of selectmen, generally three in number.

CITIES AND INCORPORATED TOWNS AND VILLAGES

28. County and township governments answer all the necessary purposes of local government for all but the most thickly settled localities. In these thickly settled localities many wants arise which are not met with in other communities. To meet the necessities of these localities the state legislatures have created cities and incorporated towns and villages. These are called *public corporations*, or *municipal corporations*. In some respects these resemble private corporations, and in other respects they resemble other public political divisions. To each the state issues a *charter*, which clearly defines its powers, just as the state constitution defines the powers of the state.

29. Cities or incorporated towns and villages may exist in connection with townships. For example, the more thickly populated portion of a township may be made into an incorporated village, which still remains part of the township and the inhabitants of which vote in township elections; or several adjoining thickly populated townships may be united into a large city, while each still retains its old township government for certain purposes. Incorporated towns and villages differ from cities in that they are smaller and their governments more simple, but their general organization is the same.

30. The powers and systems of government of cities differ widely in different states and even in different cities in the same state. Every city has an executive and a legislative department, but either no judicial department or one with very slight powers and duties. City courts and police courts are mainly state courts; that is, under control of state-appointed officials and state regulations. All the work of these courts which properly makes them a part of the city government is their enforcement of the *city ordinances*.

31. The *executive* head of the city is the *mayor*. His duties in the city resemble those of the governor in a state or the president in the United States. He sees that the laws and ordinances are executed, appoints a large number of city officers, and generally has a veto power over the acts of the city legislative body. Sometimes he has the power to pardon offenses against the city ordinances. The mayor of a city is elected by the popular vote of the people of the city. The heads of the different executive departments of the city are sometimes elected by the people and sometimes appointed by the mayor.

32. The city *legislative department* corresponds in some respects to the board of directors of a private corporation and in others to the legislative bodies of the state or nation. The city legislative body in some cities consists of two branches and in others of one. In those cities having a single house it is called the *board of aldermen*. Where there are two houses the upper one is generally called the *board of aldermen* and the lower the *common council*. Members of these houses are elected by the people, almost always for either one or two years. In many cities the terms of office of the members of the board of aldermen are so arranged that the terms of one half of the members expire each year, so that there will always be at least one half of the members who have had experience in the work of the body. The laws which the legislative department pass are called *ordinances*.

33. Since 1900 the Galveston, Texas, plan of governing a city by a *commission* and judges elected by the people, one of the commissioners being called the mayor-president, has been tried out successfully in several cities. The mayor presides at the meetings of the commission. This commission appoints one of the members to supervise the fire and police department; another the finance and tax department; another the public works of water and sewage; another the public works of streets and public buildings and parks. These commissioner heads of the departments appoint their chief staff and assistants under the control of the commission as a whole; and the numerous employees are appointed by the commissioner and his chief assistants.

The people elect

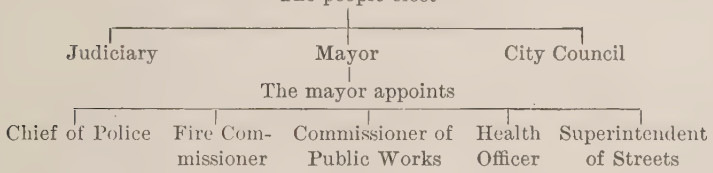
City Commission — Judges and court officers

Commissioner of Public Works
Commissioner of Public Affairs
Commissioner of Public Health and Safety
Commissioner of Supplies
Commissioner of Finance and Taxes

These commissioners are public-spirited men who serve only part of their time, for a small salary, and may carry on their own business as well. Better men can often be persuaded to "run" for commissioners under these conditions than when they must give their whole time to the city business.

34. In 1907 the Des Moines plan of city government was originated, by which the commissioners were expected to give their whole time to their city work and were paid salaries sufficient to live on. If these men do not attend to their business properly, they can be put out of office by the initiative, referendum, and recall.

35. In some cities, like Boston, the city government is as follows:



The mayor is the real head of the city and on him rests the blame for poor government. The mayor recommends the amount of money to be expended in each department. The city council may cut down or reject entirely the mayor's budget recommendations but cannot increase them.

36. Another form of city government is for the people to elect a judiciary, also a city council which appoints a *city manager* at a large salary to run the city affairs as a business man would run his business. The city manager appoints as his assistants the heads of the following departments: public service, public safety, law, finance, and public welfare. The city affairs are the more honestly administered the more definitely the responsibility is fixed upon one individual who can be recalled if his action makes this a wise move.

CITIZENSHIP

37. There is throughout the United States a double citizenship — a person is a citizen of the United States and also of some particular state. The fourteenth amendment to the Constitution says:

"All persons born or subject to the jurisdiction thereof (the United States) are citizens of the United States and of the state wherein they reside."

Any person who becomes a citizen of the United States at the same time also becomes a citizen of the state in which he lives. A person owes allegiance both to the United States and to his own state, and may be guilty of treason against both or either. The allegiance to the United States is superior to that of the state, and when the duties which a person owes to the two governments seem to conflict, he must do his duty to his national government.

38. All persons born in the United States are citizens of it. All foreigners (except Mongolians) admitted to the United States may become citizens after they have lived here continuously for five years, provided they comply with the following law (special changes to meet war conditions were made in 1917, but the main requirements are unchanged). They must first appear before a court and declare their intention to become citizens. They must fill out and swear to the following:

Form of Declaration of Intention

".....ss:

I, ... aged ..... years, occupation ....., do declare on oath (affirm) that my personal description is: Color ....., complexion ....., height ....., weight ....., color of hair ....., color of eyes ....., other visible distinctive marks .....; I was born in ..... on the ..... day of ....., anno Domini .....; I now reside at .....; I emigrated to the United States of America from ..... on the vessel .....; My last foreign residence was ..... It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to ....., of which I am now a citizen (subject); I arrived at the (port) of ..... in the State (Territory or District) of ....., on or about the ..... day of ....., anno Domini .....; I am not an anarchist; I am not a polygamist nor a believer in the practice of polygamy; and it is my intention in good faith to become a citizen of the United States of America and to permanently reside therein. So help me God. (Original signature of declarant) .....

Subscribed and sworn to (affirmed) before me this ..... day of ....., anno Domini ....."

(Official character of attestor.)

Two years later the person applying for citizenship must appear in court, must furnish proof that he has lived continuously in the United States for five years, and must fill out and swear to the following statement. He must prove to the satisfaction of the court that he can speak the English language and must answer simple questions about the history and government of this country.

Petition for Naturalization

To the ..... Court:

The petition of ..... respectfully shows:

First. My full name is .....

Second. My place of residence is number ..... Street, City of ....., State (Territory or District) of .....

Third. My occupation is .....

Fourth. I was born on the ..... day of ....., at .....

Fifth. I emigrated to the United States from ..... on or about the ..... day of ....., anno Domini ....., and arrived at the port of ..... in the United States, on the vessel .....

Sixth. I declared my intention to become a citizen of the United States on the ..... day of ..... at ....., in the ..... Court of .....

Seventh. I am ..... married. My wife's name is ..... She was born in ....., and now resides at ..... I have ..... children, and the name, date and place of birth and place of residence of each of said children is as follows: .....

Eighth. I am not a disbeliever in, or opposed to, organized government, or a member of or affiliated with any organization or body of persons teaching disbelief in organized government. I am not a polygamist nor a believer in the practice of polygamy. I am attached to the principles of the Constitution of the United States, and it is my intention to become a citizen of the United States and to renounce absolutely and forever all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, and particularly to ....., of which at this time I am a citizen (or subject), and it is my intention to reside permanently in the United States.

Ninth. I am able to speak the English language.

Tenth. I have resided continuously in the United States of America for a term of five years at least, immediately preceding the date of

this petition, to wit, since ....., anno Domini ....., and in the State (Territory or District) of ..... for one year at least next preceding the date of this petition, to wit, since ..... day of ....., anno Domini .....

Eleventh. I have not heretofore made petition for citizenship to any court. (I made petition for citizenship to the ..... Court of ....., at ....., and the said petition was denied by the said court for the following reasons and causes, to wit ..... and the cause of such denial has since been cured or removed.)

Attached hereto and made a part of this petition are my declaration of intention to become a citizen of the United States and the Certificate from the Bureau of Naturalization, Department of Labor, required by the law.

Wherefore your petitioner prays that he may be admitted a citizen of the United States of America.

Dated .....

Signature of petitioner .....

If the foreigner is "passed," then his wife and his children (those under twenty-one years of age) also become citizens.

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2. Leg. : makes law
3. Judicial : Law

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